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ABSTRACT

Beginning in 1999, all of the Pennsylvania System of School Assessment (PSSA) had to be aligned with the Pennsylvania Academic Standards. This handbook describes the PSSA reading assessment. It contains samples and instructions for developing assessment items for grades 5, 8, and 11. Although designed for teachers, the Handbook is meant to be a source of information for all interested parties, including students, administrators, and the general public. The Handbook: (1) provides an overview of the PSSA; (2) identifies the Pennsylvania Academic Standards for Reading; (3) describes current theory and practice in reading; (4) describes the individual components of the assessment and explains the rationale and importance of each component; (5) describes the criteria and procedures for scoring the assessment; (6) explains the connections between the assessment and appropriate instructional procedures; (7) contains sample items; and (8) facilitates school district curriculum planning. Four appendixes contain sample passages and scored responses, list members of the Reading Assessment Advisory Committee, present a fact sheet about the assessment, and define glossary terms. (SLD)

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The Pennsylvania System of School Assessment

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Reading Assessment Handbook

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2000 - 2001

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INTRODUCTION
IMPORTANT INFORMATION
READ THIS FIRST

The *Pennsylvania System of School Assessment (PSSA)* assesses students to provide information about their achievement and that of schools and districts. In the 1998-1999 school year, the system began assessing the Pennsylvania Academic Standards for the first time.

It is important to understand that the PSSA Reading Assessment is an assessment of reading comprehension. All parts of the reading assessment, Background Knowledge Statement, including passages, purpose statements, performance tasks, reminder statements and multiple-choice/selected-response items must be read by the student taking the reading assessment. No parts of the reading assessment may be read aloud to the student taking the test.

This handbook focuses upon the 2000-2001 assessment. Assessment handbooks are also available for mathematics and writing. Copies of these documents can be obtained by sending a mailing label to the Division of Evaluation and Reports, PDE, 333 Market Street, Harrisburg, PA 17126-0333 or on the PDE website: http://www.pde.psu.edu.

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PURPOSES OF THE READING ASSESSMENT HANDBOOK

This document has been prepared for classroom teachers for the purpose of sharing statewide samples of the Pennsylvania System of School Assessment in Reading. The 2001 **Reading Assessment Handbook** contains samples and instructions for developing assessment items for grades 5, 8 and 11. The ***Reading Assessment Handbook*** is meant to serve as a source of information about the 2001 Pennsylvania Reading Assessment for a variety of audiences, including students, parents, teachers, administrators, school boards and the general public. The ***Reading Assessment Handbook***

- provides an overview of the PSSA.
- identifies the Pennsylvania Academic Standards for Reading.
- describes current theory and practice in reading.
- describes the individual components of the assessment and explains the rationale and importance of each component.
- describes the criteria and procedures for scoring the assessment.
- explains the connections between the assessment and appropriate instructional procedures.
- contains sample assessment items.
- facilitates school district curriculum planning.

OVERVIEW OF THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)

On October 21, 1998, the State Board of Education adopted final-form regulations for the new Chapter 4 of the Pennsylvania School Code. Upon conclusion of the regulatory review process, it was published in the January 16, 1999, Pennsylvania Bulletin as final rulemaking, binding on all public schools in the Commonwealth.

The new Chapter 4 replaced the previously adopted Chapters 3 and 5 and provided a new direction for the Pennsylvania System of School Assessment (PSSA). Beginning with the 1998-99 assessment, the PSSA became standards-based. This means that, beginning with the February/March 1999 testing, all of the PSSA assessment had to be aligned with the Pennsylvania Academic Standards. The movement to standards was adopted as a major focus of the Chapter 4 regulations, and those for Mathematics and for Reading, Writing, Speaking and Listening were included as an Appendix to Chapter 4. These Academic Standards have been widely distributed and can be found on the Pennsylvania Department of Education web site: http://www.pde.psu.edu/

As outlined in Chapter 4, the purposes of the statewide assessment component of the PSSA are now the following:

1. Provide students, parents, educators and citizens with an understanding of student and school performance.

2. Determine the degree to which school programs enable students to attain proficiency of academic standards.

3. Provide results to school districts (including charter schools) and AVTSs for consideration in the development of strategic plans.

4. Provide information to state policymakers including the General Assembly and the Board on how effective schools are in promoting and demonstrating student proficiency of academic standards.

5. Provide information to the general public on school performance.

6. Provide results to school districts (including charter schools) and AVTSs based upon the aggregate performance of all students, for students with an Individualized Education Program (IEP) and for those without an IEP.

Although mathematics and reading standards were adopted at the grade 3, 5, 8 and 11 levels, the 1998-99 and 1999-2000 assessments for these content areas were conducted only at grades 5, 8 and 11, as has been the case in past years. The 1998-1999 writing assessment was conducted exactly as in past years, with students at grades 6 and 9 writing essays, and scores produced only at the school level. During the 1998-1999 school year a major writing assessment pilot study was carried out. The results of this study have guided the development of a new model for writing assessment to be implemented in the 2000-2001 school year. This implementation will begin in October of 2000 with the assessment of grade 6 and 9 students using two writing prompts. Individual student scores will be generated for the first time at these grade levels. The first grade 11 writing assessment will take place later in the 2000-2001 school year. As with grades 6 and 9, individual student scores will be produced. At this point in time, some of the details of the grade 11 model have not been worked out.

As was the case in the 1999-2000 school year, the 2000-2001 reading and mathematics assessments will occur in April. They each use a combination of census testing and matrix sampling procedures. Census testing requires all students to complete the same set of selected-response items and constructed-response questions. Matrix sampling is accomplished by dividing a large set of items, both selected-response and constructed-response, into several different test forms with an equal number of items on all forms. Matrix sampling helps to limit the time required for the assessment, provides for consistent administration procedures and reflects broad curriculum content. The charts on the following pages provide additional information on the census testing (common form) and matrix sampling (matrix form) on the 2000 PSSA.

As part of each test form in reading and mathematics, students are asked to respond to selected-response items. They also are asked to respond *in writing* to questions about reading passages and to explain *in writing* how they arrived at answers to mathematics problems. These open-ended questions, or ***performance tasks***, are included so students can explain what they are thinking and doing.

Advisory committees of Pennsylvania educators play a major role in the development of the statewide assessment measures. They write the great majority of the test items, performance tasks, or choose them from items written especially for Pennsylvania. These groups include classroom teachers from all levels, supervisors, curriculum directors and college specialists.

ADVISORY COMMITTEE

Division of Evaluation and Reports personnel have been greatly assisted in the development of assessment measures by a group of teachers, supervisors and other educators who constitute the Reading Assessment Advisory Committee (RAAC). This committee has written virtually all of the multiple-choice/selected-response and the open-ended/constructed-response tasks in the assessment.

Committee work has also included developing the Pennsylvania Reading Rubric for the scoring of the performance tasks. In addition, the committee provides assistance in categorizing, coding and aligning all items within the assessment to meet the Reading Academic Standards, including reviewing for bias and grade appropriateness for large-scale assessments.

Advisory Committees of Pennsylvania are educators who chose the concepts on which all reading assessments are based. The committees consist of teachers from all levels, supervisors, curriculum directors, administrators, policy makers, parents and college specialists. Among their defined responsibilities are to

- know the Pennsylvania Academic Standards for Reading.
- develop test items, performance tasks and statements.
- make recommendations to strengthen and expand the PSSA.
- articulate long-term goals and objectives of the PSSA to parents, employees and the community.
- provide in-service training to local school districts.
- provide training and staff development for classroom and large-scale assessment.
- attend Reading Assessment Advisory Committee meetings, rangefinding, scoring sessions and summer meetings.

PSSA 2001 Breakdown of Points
Common and Matrix Forms
Grade 5

Common Form
(Census Taking)

All students across the Commonwealth complete the same set of common items.

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
Performance Task[3]	1	4
		17

17 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
		13

13 points +

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
		13

13 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
Performance Task[3]	1	4
		17

17 points

Matrix Form
(Matrix Sampling)

Students from across the Commonwealth respond to one of several different matrix forms.

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
Performance Task[3]	1	4
		17

17 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	3	3
1.2	3	3
1.3	3	3
1.7	2	2
1.8	2	2
		13

13 points

Common - 60 points
Matrix - 30 points
Total - 90 points

[1] Totals represent maximum possible points.
[2] Standards are located on page 10.
[3] Performance Tasks are scored to the Pennsylvania Reading Assessment Rubric found on page 30.

PSSA 2001 Breakdown of Points
Common and Matrix Forms
Grade 8

Common Form
(Census Taking)

All students across the Commonwealth complete the same set of common items.

Narrative/Fiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
Performance Task[3]	1	4
		22

22 points +

Informational/NonFiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
		18

18 points +

Narrative/Fiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
		18

18 points +

Informational/NonFiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
Performance Task[3]	1	4
		22

22 points

Matrix Form
(Matrix Sampling)

Students from across the Commonwealth respond to one of several different matrix forms.

Narrative/Fiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
Performance Task[3]	1	4
		22

22 points +

Informational/NonFiction Passage		
Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	3	3
1.8	3	3
		18

18 points

Common - 80 points
Matrix - 40 points
Total - 120 points

[1] Totals represent maximum possible points.
[2] Standards are located on page 10.
[3] Performance Tasks are scored to the Pennsylvania Reading Assessment Rubric found on page 30.

PSSA 2001 Breakdown of Points
Common and Matrix Forms
Grade11

Common Form
(Census Taking)

All students across the Commonwealth complete the same set of common items.

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
Performance Task[3]	1	4
		24

24 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
		20

20 points +

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
		20

20 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
Performance Task[3]	1	4
		24

24 points

Matrix Form
(Matrix Sampling)

Students from across the Commonwealth respond to one of several different matrix forms.

Narrative/Fiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
Performance Task[3]	1	4
		24

24 points +

Informational/NonFiction Passage

Standard Category ID[2]	Number of Items	Point Totals[1]
1.1	4	4
1.2	4	4
1.3	4	4
1.7	4	4
1.8	4	4
		20

20 points

Common - 88 points
Matrix - 44 points
Total - 132 points

[1] Totals represent maximum possible points.
[2] Standards are located on page 10.
[3] Performance Tasks are scored to the Pennsylvania Reading Assessment Rubric found on page 30.

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DEVELOPMENT AND SCORING OF THE READING ASSESSMENT

Content Framework

The first PSSA Reading Assessment took place in 1988. Beginning with this assessment and continuing through 1998, four major reading areas were tested. This framework of content was investigated and reviewed by the RAAC members, researching the National Assessment of Educational Progress (NAEP) in 1990. As a function of the adoption of Chapter 4, the PSSA assessment for the 1998-99 school year was based for the first time upon the framework specified by the Pennsylvania Academic Standards for Reading. These are stored in their entirety on the PDE website: http://www.pde.psu.edu. The entire listing of content for grades 3, 5, 8 and 11 is 17 pages long, with an additional 4-page glossary of terms. The following pages contain a summary of the 5 content categories included in the standards and some descriptive information about each.

ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

The Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening are:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

The Reading, Writing, Speaking and Listening Standards describe what students should know and be able to do with the English language at four grade levels (third, fifth, eighth and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students' needs.

The language arts—Reading, Writing, Speaking and Listening—are unique because they are processes that students use to learn and make sense of their world. Students do not read "reading"; they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write "writing"; they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking and Listening Standards. These standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

The Pennsylvania Academic Standards for Reading are defined on pages 10 through 13.

READING ACADEMIC STANDARDS

Content Categories of the Academic Standards for Reading

1.1 Learning to Read Independently
- Purposes for Reading
- Word Recognition Skills
- Vocabulary Development
- Comprehension and Interpretation
- Fluency

1.2 Reading Critically in All Content Areas
- Detail
- Inferences
- Fact from Opinion
- Comparison
- Analysis and Evaluation

1.3 Reading, Analyzing and Interpreting Literature
- Literary Elements
- Literary Devices
- Poetry
- Drama

1.7 Characteristics and Function of the English Language
- Word Origins
- Variations
- Application

1.8 Research
- Selection
- Location of Information
- Organization

Assessing the Reading Standards Content

The standards statements for Content Category 1.2, Reading Critically in All Content Areas, are shown on the next page. These were printed to be illustrative of all the standards statements in reading in order to describe how the standards are being assessed.

It can be seen on the next page that the standards are printed as a cumulative list across grade levels. Students at the grade 11 level are responsible for knowing all of the content shown at all grade levels, those at the grade 8 level are responsible for knowing the content listed for grades 8, 5 and 3, etc. The assessment for a particular grade level, then, will include content listed at that grade level and could include content for the grade levels below it. Content for the grade level(s) above an assessed level will not appear on that grade level's assessment.

In aligning assessments for the 1999 testing with the standards, two major steps were taken. First, items from the 1998 assessment and those from previous years were matched to the standards statements (i.e., A, B, C, etc., at each grade level for each standards category) and counts were made of the numbers of items available to assess each of the statements. For those statements for which only a few or no items were available, new items were written and field tested. The need to write new items was obviously much greater for some areas than for other areas strongly represented in past reading assessments. The process of writing and field testing items directly aligned with the standards was continued in preparation for the 2000 assessment and beyond.

SAMPLE ACADEMIC STANDARD FOR READING, WRITING, SPEAKING AND LISTENING

1.2. Reading Critically in All Content Areas			
1.2.3 GRADE 3	**1.2.5 GRADE 5**	**1.2.8 GRADE 8**	**1.2.11 GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
Grade 3 removed for the purpose of demonstrating terminology.	A. Read and understand essential content of informational texts and documents in all academic areas. • Differentiate fact from opinion across texts. • Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present. • Make inferences about similar concepts in multiple texts and draw conclusions. • Evaluate text organization and content to determine the author's purpose and effectiveness.	A. Read and understand essential content of informational texts and documents in all academic areas. • Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness.	A. Read and understand essential content of informational texts and documents in all academic areas. • Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view. • Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.

Reading has five standards categories: 1.1, 1.2, 1.3, 1.7 and 1.8.

NOTE: The standard statement describes what the student should know and be able to do at a specific grade level.

Reminder—students are only assessed at their grade level or below - not at a higher grade level. Grade 5 only grade 5 and grade 3. Grade 8 only grade 8, grade 5 and grade 3. Grade 11 all previous standards categories.

RAAC EVALUATION OF ASSESSABILITY OF THE READING ACADEMIC STANDARDS

Some of the standards statements and content descriptors were judged to be nonassessable on the PSSA in Reading. These areas are identified below.

*

Category	Grade Level(s)	Standard Statements	Content Descriptors (Bullet #)
1.1	5, 8, 11	H	1, 2, 3, 4, 5
1.2	11	A	3
1.2	11	B	1
1.2	5, 8, 11	B	3
1.2	5, 8, 11	C	
1.7	11	B	
1.7	11	C	
1.8	5	C	2
1.8	8, 11	C	4, 5
1.8	11	C	3

* District Areas of Assessment

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RAAC FORMS FOR THE EVALUATION OF POSSIBLE READING PASSAGES AND ITEMS

READING ASSESSMENT PASSAGE DOCUMENTATION FORM

Passage Title _____

Grade Level 3_____ 5_____ 8_____ 11_____ Text Type _____

Primary Focus _____

Readability Level_____ Gender Interest male _____female_____

Age Appropriateness yes_____no_____

Estimated Reading /Viewing Time _____

Standards Identified (list each only once) _____

Citation:

Source: _____

Title: _____

Author: _____

Publisher: _____

Address: _____

Date: _____ Page(s) _____

Reviewer's Comments: _____

Passage as read is considered to be:

Acceptable_____ Non-acceptable _____ state reason below

_____

Side 1

Suggest changes to this passage for possible use _____

_____

Your signature will verify this passage as read and evaluated as stated.

Reviewer 1's signature _____Date _____

Reviewer 2's signature_____Date _____

PDE Supervisors signature _____ Date _____

* Form must be attached to every passage. This documentation will provide evidence of meeting state assessment criteria for use in the PSSA Reading.

Mary Emminger, Supervisor

READING ASSESSMENT ITEM WRITING TRACKING SHEET

Item Reviewer_____

Title of the Passage the Item is Identified with_____

Academic Reading Standard Identified_____

Category _____ Standard_____ Descriptor_____

Item Number (if possible)_____ Grade Level_____

Write Stem and Distracters in space below as approved for Assessment

_____

_____

_____

_____

_____

_____

Reviewer's Comments:

Your signature will verify the approval of this item as written above.

Reviewer 1's signature _____Date_____

Reviewer 2's signature _____Date_____

PDE Supervisor's signature _____ Date_____

* For every item approved this form must be attached. Place behind the passage in the order o the standard the Item is aligned to. This will serve as item documentation as meeting state criteria for the PSSA Reading. Mary Emminger, Supervisor

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ESSENTIAL ELEMENTS OF READING

A DEFINITION OF READING

In 1988, as part of a continuing review of the conceptual bases for statewide reading testing, the 60-member Reading Assessment Advisory Committee (RAAC) designed a reading test that measured a broad range of comprehension abilities as well as other important elements of the reading process. In so doing, they examined reading research results from the previous 15 years, investigated the revised reading assessments being used by several other states and the National Assessment of Educational Progress (NAEP), and studied the implications of the Department of Education's ***Pennsylvania Framework for Reading, Writing and Talking Across the Curriculum (PCRP II).*** Based on these investigations, the RAAC recommended the following definition of reading for Pennsylvania:

Reading is a dynamic process in which the reader interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate prior/background knowledge, use reading strategies and adapt to the reading situation.

This definition of reading as a dynamic, interactive process means that a good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as a person who can apply reading strategies independently and flexibly. Valid reading assessments therefore evaluate students' abilities to apply their knowledge, skills and strategies to reading situations that are representative of those they encounter in their daily lives.

The Pennsylvania Reading Assessment is aligned to the Pennsylvania Academic Standards for Reading and is based on current thinking about teaching reading as a holistic, reflective, literacy process. Its purpose is to

- assess students' progress in transacting with text as they construct meaning from a variety of texts.
- activate their prior/background knowledge in order to relate the new to the known.
- respond to information and ideas gained by reading texts from varied sources.
- analyze and make critical judgments about what is read.

READING PURPOSES

Readers think and use text differently depending on the types of text and their purpose for reading.

Three purposes for reading can be described as:

1. **Reading for Literary Experience**

   - Involves reading novels, short stories, poems, plays and essays.
   - Requires exploring the human condition and the interplay among events, emotions and possibilities.
   - Requires knowing what and how an author might write in a specific genre and forming expectations of how the text will be organized.
   - Involves looking for how the author explores or uncovers experiences.
   - Requires engaging in vicarious experiences through the text.

2. **Reading for Information**

   - Involves reading articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogs, and entire books on particular topics.
   - Requires awareness of the features found in this type of text such as charts, footnotes, diagrams, subheadings and tables.
   - Requires obtaining general information (e.g., scanning a magazine article or obtaining information for a research project).

3. **Reading to Perform a Task**

   - Involves reading documents such as bus or train schedules, directions for games, classroom and laboratory procedures, tax or insurance forms, recipes, voter registration materials, maps, referenda, consumer warranties and office memos.
   - Requires understanding of the purposes and structures of documents which guide the selection, understanding and application of information.
   - Requires applying, not simply understanding, the information.

READING STANCES

Reading stances refer to differing responses which readers have to what they have read. The stances are not a hierarchy of skills, nor are they ever really independent of each other. What distinguishes them are the complexity and thoroughness of a reader's response and the difficulty of the reading materials. All readers, regardless of age or level of ability, use them. The four reading stances are as follows.

- *Initial Understanding* is a first impression or broad understanding of what is read. It may involve an overall understanding of the topic, theme or main idea of a passage.
- *Developing Interpretation* is extending ideas found in the text. This may involve linking information across parts of the text as well as focusing on specific information. It includes a range of inferential responses, from drawing conclusions and interpreting characters' actions to inferring cause and effect.
- *Responding Personally* is connecting information from the text with personal background knowledge and experience. The reader may reflect on, for example, an incident in the passage or the author's point of view and then respond from a personal perspective, or explain why the passage was or was not interesting.
- *Responding Critically* is forming a critical judgment about the text. It requires standing apart from the text and reflecting upon and judging it. This stance may require the reader to appreciate literary elements such as imagery, mood or symbolism and even to challenge an author's facts or perspective.

COMPONENTS OF THE READING ASSESSMENT

READING STRATEGIES

This component is based on research that suggests that effective readers use various strategies before, during and after reading to gain meaning from text. ***Before reading***, students examine the material to determine the overall content to be expected, the type of text, and the way the passage is structured. This knowledge enables them to activate relevant prior/background knowledge, set an appropriate purpose for reading, and make predictions about what they will be reading. ***During reading***, students proceed through a passage monitoring their comprehension by revising their predictions, self-questioning, forming mental images, paraphrasing and clarifying misunderstandings. Effective readers also engage in strategies that are intended to compensate for or fix breakdowns in understanding. These strategies may include reading ahead, rereading, adjusting rate and seeking outside help. ***After reading***, students can summarize the major ideas or events in a selection and critically evaluate the material on its quality, accuracy and literary value.

Here are samples of strategy items from the grades 5, 8, and 11 assessment.

GRADE 5

Before reading:

- *Before reading, I think about why I am reading the story.*

During reading:

- *While reading, I make predictions about what I'll be reading next and then revise them if they're wrong.*
- *I slow down my reading rate when I don't understand something.*

After reading:

- *After reading, I think about how the story fits with what I already knew.*

GRADE 8

Before reading:

- *Before reading, I look at the title and any headings or subheadings to see if they give me clues as to what the selection is about.*

During reading:

- *While reading, I use webbing, mapping, taking notes or outlining if I am having difficulty understanding the material.*
- *While reading, I go back and reread parts of selections that don't seem to match what I already know about the topic.*

After reading:

- *After reading, I try to summarize the selection in my own words.*

GRADE 11

Before reading:

- *Before reading, I ask myself questions that I think may be answered by the selection.*

During reading:

- *While I read, I ask myself questions about the selection and answer them.*
- *While reading, if I don't understand something in a selection, I ask my teacher or other people for help.*

After reading:

- *I evaluate what I have read to determine the author's effectiveness.*

* Please note there are no changes to the strategies portion of the PSSA-Reading for 2001.

PRIOR/BACKGROUND KNOWLEDGE

When people encounter new information, they attempt to understand it by connecting it to what they already know about the world. Research has shown that the knowledge and experience a reader brings to the reading process is a critical factor in influencing comprehension. Effective readers access or activate their prior/background knowledge about the central themes, major concepts or details expected in a passage. They then use this knowledge in conjunction with new information from the passage to construct meaning and understand it. Readers who have little or no prior/background knowledge about a text's topic, or who fail to access what knowledge they do have before reading, have more difficulty understanding it than those who have familiarity with the topic.

Background Knowledge Statements consist of statements leading into the passage, to provide stimulus prior to reading the passage.

Here are three samples of Background Knowledge Statements released from the 2000 grades 5, 8 and 11 assessments.

Grade 5

THE PASSAGE YOU WILL READ is about children who put on a "snail race." Below are three statements that will provide background knowledge to prepare you for this passage.

- Snails are slimy with spiral shells.
- Snails crawl very slowly.
- Snails can be found in gardens.

Grade 8

THE PASSAGE YOU WILL READ is about one of the most famous inventors of all time. Below are three statements that will provide background to prepare you for the passage.

- Edison lost several jobs during his lifetime.
- Edison worked on a train.
- Edison learned how to operate a telegraph.

THE PASSAGE YOU WILL READ is about one person's heroic efforts to save a burning ship. Below are two statements that will provide background information prior to reading the passage.

- When a ship "lists," it leans to one side.
- The term "port" refers to the left side of the ship.

PASSAGES

The state reading assessment presents students with authentic passages (e.g., taken from prime sources of reading for the grade level being measured). After reading, students respond to a series of multiple-choice/selected-response items measuring their ability to make meaning of appropriately challenging texts. Students are also presented with the opportunity to produce varied, reflective responses to questions that require analysis and critical thinking (constructed-response items). Therefore, in the assessment the students provide written responses to performance tasks about the information and ideas gained from the passages in addition to "traditional" selected-responses.

These passages represent the types of materials students work with daily in school and at home. Such materials include age-appropriate literature, student magazines, trade books and content area textbooks. The selections have structural and content integrity. They are intended to be of interest to students because they are real texts taken from a range of materials.

Two types of passages are used in this assessment—**narrative** and **informational.**

- **Narrative** passages include complete works of varying lengths drawn from authentic (prime) sources such as folk or fairy tales, realistic fiction, mysteries, science fiction, and adventure or sports stories, depending on the grade level. They may contain illustrations relevant to the story line.
- **Informational** passages are drawn from content materials such as news articles and magazines appropriate to the age and interests of the target grade level. They may contain structural aids such as headings, subheadings, bold or italic typefaces and other interpretive aids such as maps or charts.

Additionally, included in the informational category are materials from practical sources such as manuals and directions, which are meant to assess ***document literacy***. These stand-alone, practical documents are accompanied by multiple-choice/selected-response items to assess students' comprehension of their directions or meaning.

Specific elements of both narrative and informational text structure are used to generate items and tasks. The test may contain slightly different proportions of narrative and informational passages at the different grade levels. While more narrative passages may make up the elementary (grade 5) forms, the middle and secondary (grades 8 and 11) forms may focus more on informational passages. All items and tasks are aligned to meet the Pennsylvania Academic Standards for Reading.

THE FOCUS OF THE READING ASSESSMENT

Beginning with the 1999 assessment, the major focus in reporting scores has become how well schools and individual students perform in each of the five standards categories. The reports generated for the 1999 assessment included not only total scores for individuals and total score means for schools, but also means for each of the standards categories for schools. As in the past, all of these results are converted to scaled scores to make it possible to directly compare these, since this scaling provides all results relative to state means.

The reporting of results from the 2001 assessment will include an indication of how well individual students performed on each of the 5 reading standards categories. The format to be used for this reporting will be to provide as clear a picture as possible of the strengths and weaknesses of each student.

ADMINISTERING THE READING ASSESSMENT

The reading assessment consists of four testing sessions: a common multiple-choice section, a matrix multiple-choice section, a common performance task section and a matrix performance task section. To emphasize the importance of spending adequate time on each performance task, only one task is administered within a single forty minute time period.

For the 2001 assessment, individual student level and school level means will be produced for each standards category. This information will be provided in the Individual Student Reports and in the School Summary Reports. To obtain reliable individual student scores for each standards category, an increase of the number of items to be administered to each student.

IMPLICATIONS OF THE ASSESSMENT

There are a number of implications which school districts and teachers should consider for linking this type of assessment to daily instruction. A range of instructional materials and activities will promote the reading behaviors included in the assessment. The following are applicable to all classrooms and all subjects across the curriculum.

AUTHENTIC TEXT/PRIME SOURCES

Required and supplementary readings are representative of the real world and include many types of authentic or prime source reading materials. Students should regularly read fiction and nonfiction selections that relate to the subjects being studied. These selections should include formats such as trade books, magazines and newspaper articles.

PERFORMANCE TASKS

Instead of interrogating students with literal questions after they have read a selection, teachers should engage them with open-ended questions and performance tasks that provide students with opportunities to construct written responses, tapping into higher-level thinking and problem solving skills.

DIRECT STRATEGY INSTRUCTION

Teachers should provide direct instruction of reading strategies by explaining, modeling, providing guided practice and regularly engaging students in activities that enable them to become strategic readers. The Instructional Framework on the next page provides a brief overview of some valuable and motivating techniques. This framework is organized in a "before, during and after" reading format.

Instructional Framework for Promoting Reading Strategy Use		
Stages of the Directed Reading Lesson	**Comprehension Process**	**Teaching Techniques**
Before Reading (prepare for reading)	Activate/Create Prior Knowledge	Brainstorm Ideas Semantic Mapping Non-stop Writing "What I Know" column of KWL Oral Reading by Teacher
	Anticipate Meaning	Browsing Anticipation Guide Directed Reading-Thinking Activity (DR-TA)
	Set Purposes for Reading	Your Own Questions Reciprocal Questions "What I Want to Know" column of KWL
During Reading (interact with text to construct meaning)	Revise Predictions	DR-TA
	Use Text Structure	Story Mapping Graphic Organizers Pattern Guides
	Answer Questions	"What I Learned" column of KWL
After Reading (extend and personalize meaning)	Respond to Text	Retell/Summarize Reader Response Journal Learning Log Respond Critically

Teachers always should select instructional techniques that enable them to accomplish their goals, are appropriate for their students, and are best suited to the reading material. The techniques suggested in this Instructional Framework serve only as a brief illustration of some teaching alternatives. They are examples meant to stimulate teachers' creativity in planning directed reading lessons for their students.

The *Reading Instructional Handbook* provides additional information on these and other instructional strategies.

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TYPES OF ASSESSMENT MEASURES

ITEMS AND PERFORMANCE TASKS

In this assessment, students respond to two types of items, multiple-choice/selected-response items and performance tasks. They are designed to measure students' comprehension of the information contained in the assessment passages and their ability to respond to them.

Multiple-choice/selected-response items measure such concepts as how well students comprehend the overall meaning of a passage or make basic inferences about it. At times, asking students to choose a preferred answer is the best way to determine whether they have gleaned certain important information from a story. Such information may include setting, central idea, or main events and their chronology.

Grades 5, 8 and 11 — Single-response multiple-choice/selected-response items are the familiar four-answer, one-correct response type. The student is awarded one score point for choosing the correct response. All multiple-choice/selected-response items in the 2001 PSSA assessment at grades 5, 8 and 11 are of this type. Appendix A includes five multiple-choice/selected-response items with each passage; items were selected to illustrate the five reading standards categories. Distracters (incorrect responses) appeal to some kind of misinterpretation, predisposition, unsound reasoning or casual reading. (The 2000 PSSA Reading assessment for grade 11 included multiple-response multiple-choice/selected response items. See note on page 71).

* Students may not use a thesaurus or dictionary during the multiple-choice/selected-response portion of the assessment.

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Performance Tasks/Constructed-Response/Open-Ended Items

It is important to note that in Reading, **Performance Task** is the accepted terminology used to describe students responding in written form. Performance tasks used in the PSSA include the following elements:

- Purpose Statement
- Performance Task
- Reminder Statement
  - five (5) bullets—of which the last two (2) bullets are always the same.

In Writing, **Prompt** is the accepted terminology used to describe an item that students are responding to in written form.

Performance tasks are designed to address comprehension of text in ways that multiple-choice/selected-response items cannot. A written response allows students to reflect on what they have read, integrate prior/background knowledge with text-based information, extend meaning and express their ideas. These tasks are scored using the **Four-Point Rubric Scoring Guide** found on page 30. The scoring rubric clearly describes a range of performance requirements at each level from minimal to very accomplished. Each task is carefully constructed to reflect the scoring rubric and to be text-dependent.

Students may have the Pennsylvania Reading Rubric, a thesaurus and a dictionary when responding in written form to an open-ended task. However, this will be meaningful to students only if they have been using these tools during the school year when writing a response and scoring it.

The rubric approach to scoring has made it possible to include performance tasks, constructed-response/ open-ended tasks in large-scale assessments, such as the PSSA.

The rubric approach also provides a highly reliable way to score students' work in a greater number by persons who have received training in applying the rubric.

SCORING OF PERFORMANCE TASKS

The Reading Assessment Advisory Committee established a criteria and rubric for scoring the performance tasks. The rubric describes a hierarchy of responses containing each of the following three elements:

- *Understanding of the text* is demonstrated through a response that is both text-based and factual.
- *Level of comprehension of the text* is demonstrated through levels of thinking, from literal to personal, critical or evaluative responses.
- *Connection to the text* is demonstrated through responses that make connections to and go beyond the text.

Using student written responses, scorers are trained to apply the rubric. Scorers learn to set aside personal reactions and biases, and it is essential that they accept all reasonable, appropriate, text-based responses. Each response is scored by a trained scorer, and at least 10 percent of the papers are scored twice to make certain the scorers stay focused on the accepted criteria of the rubric scoring guide. Student responses which exemplify the rubric at each score point are reproduced in Appendix A.

Responses to performance tasks contribute to a school's and an individual's score in this assessment. However, these responses should not be looked upon as revised, polished performances, but rather as on-demand drafts.

Although individual scores will be reported at the local level, these scores should be viewed as only one indicator of student performance. Other indicators might include, but are not limited to, measures such as daily classroom performance, teacher-created assessments, standardized tests and individual portfolios.

The Pennsylvania Reading Assessment Rubric

The Pennsylvania Department of Education encourages students in grades 5, 8 and 11 participating in the reading assessment to have the Pennsylvania Reading Assessment Rubric on their desk or in clear view.

It is important to use the Pennsylvania Reading Assessment Rubric for the following reasons.

- This is the rubric accepted by the State of Pennsylvania.
- Written responses are scored to this rubric.

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PENNSYLVANIA READING ASSESSMENT RUBRIC

This rubric was designed by the Reading Assessment Advisory Committee to be used in the Pennsylvania Reading Assessment. The elements of reading being assessed through this rubric are limited to those that can be addressed through written responses in the on-demand performance portion of the assessment. Specifically - *Understanding, Comprehension* and *Connections*. *Risk-taking* is also an important element, developing throughout life's learning process. However, given the constraints of this assessment, *Risk-taking* was not included. The RAAC advises that assessments developed at the classroom, school and district levels include this element.

LEVEL 4

- Demonstrates a thorough understanding of the complexity of the text through detailed elaboration and extensions of text with sophisticated ideas, insights and reflections. There are no errors in text-based facts.
- Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses.
- Cites evidence, makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.

*LEVEL 3 **

- Demonstrates confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension.
- There are no major errors in text-based facts.
- Exhibits a level of comprehension that reflects extensions that are more literal or personal.
- Makes connections to personal experiences, other texts and/or background knowledge.

LEVEL 2

- Demonstrates a limited understanding and/or interpretation of the text. There may be errors in text-based facts.
- Exhibits a level of comprehension that consists primarily of literal responses to the text.
- Makes connections between other experiences and text that are disjointed, fragmented, limited and not integral to the text.

LEVEL 1

- Demonstrates an attempt to respond with very limited evidence of understanding of the text.
- There may be errors in text-based facts.
- Exhibits a level of comprehension that consists of disjointed, incomplete or irrelevant responses.
- Might use relevant copied text.
- Makes only distant connections to the text, using sketchy details.

LEVEL 0 - consists of 3 types of responses:

- **Non-Scorable** (NS) papers are blank.
- **Off-Task** (OT) papers show no relationship to task and text, are illegible, irrelevant copied text, or written in a language other than English.
- **Intentionally Off-Task** (IO) papers are ones that have unrelenting profanity, are a refusal to perform, state a baseless charge of too personal or are drawings, scribbling, etc.

*Note - Level 3 (or higher) is to be viewed as the performance standard for all students.

CONSTRUCTING A PERFORMANCE TASK

Teachers should be using performance tasks in their classrooms on a regular basis.

Use the State Reading Assessment as the model for classroom assessment. You will need to use all four construction steps when developing performance tasks for your classroom.

Select the Reading Passage

The literature selection can be narrative or informational. As you are constructing a classroom assessment, you can go beyond the traditional to comic strips, film, etc.

Create a Performance Task

Requirements for the task:

- should be written before purpose and reminder statements
- should be passage dependent
- should provide students with the opportunity to respond at proficient level
- cannot be answered yes/no
- must be grade appropriate
- are clear and concise

Use Student Reminders

These are statements, not questions, and provide the students with a checklist of what is important to include in their response. They redefine the target. There should be no new information here; the statements align with the performance task, but can go beyond to address other things that "count" such as writing neatly and using only the space provided. **The task, the purpose statement and the student reminders should be circular and connected.**

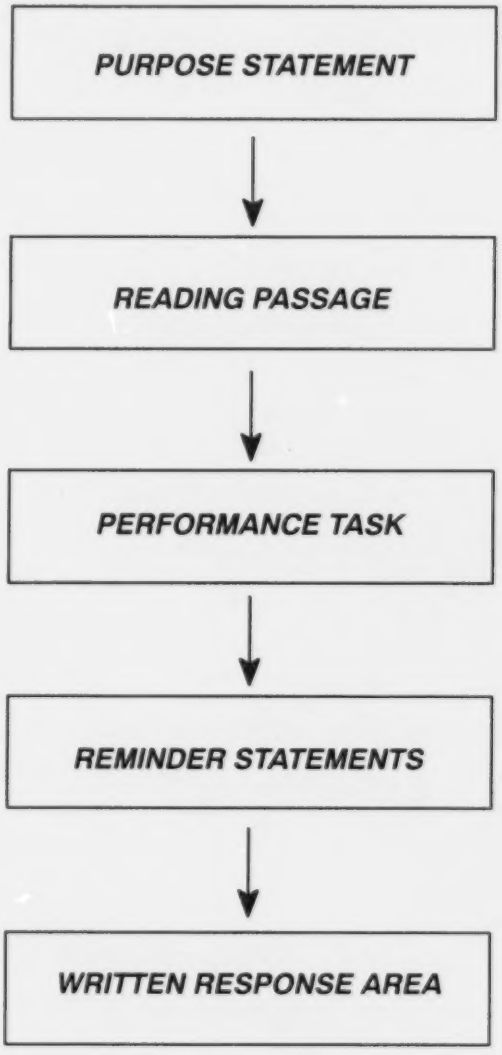
Use a Purpose Statement

As the passages you choose are likely to be lengthy (they will be stand-alone pieces that have a beginning, a middle and an end), it is important for students to know that they will be responding to text by writing and to be familiar with the nature of that written response. This should also be a "**hook**," creating some interest in reading the passage and conveying what the student's responsibility will be.

A training session is recommended for all teachers involved in using the **Pennsylvania Assessment Reading Rubric.**

These training sessions can be found on the PA website, or by contacting Mary Emminger, Supervisor Educational Measurement and Evaluations, for PSSA Reading. In the Division of Evaluation and Reports, FAX: 717-783-6642 or e-mail memminger@state.pa.us.

SAMPLE PERFORMANCE TASK FORMAT
GRADE LEVELS 5, 8 AND 11



SAMPLE PERFORMANCE TASK RESPONSE FORM
GRADE 5 — "LOCH NESS" (RELEASED)

Performance Task

You are a newspaper reporter visiting Loch Ness when Nessie is sighted swimming close to shore. Write an article in which you describe Nessie, what Nessie is doing and the crowd's reactions to it. Write your article in the space below.

As you write, be sure to:

- Use information from the story to help with your article.
- Include what Nessie looks like, what Nessie is doing and how people are reacting.
- Use your own ideas.
- Write neatly and clearly.
- Use only the space provided.

Reminder Statements
Always five (5) bullets.

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SAMPLE PERFORMANCE TASK RESPONSE FORM
GRADE 8 — "MONOPOLY" (RELEASED)

Performance Task

How did Charles Darrow take someone else's idea and improve the game of Monopoly? Using your personal experiences, how would you take an idea and develop it like Charles Darrow did?

As you write, be sure to:

- Provide examples of how Charles Darrow improved the game.
- Use information from the story.
- Include your own ideas.
- Write neatly and clearly.
- Use only the space provided.

Reminder Statements
Always five (5) bullets.

May be reproduced.

SAMPLE OF PERFORMANCE TASK RESPONSE FORM
GRADE 11 — "PENGUINS" (RELEASED)

Performance Task

Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish- and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.

As you write, be sure to:

- Explain how it could have been confusing to determine whether penguins were fish or birds.
- Use information from the article to support your explanation.
- Include your own ideas.
- Write neatly and clearly.
- Use only the space provided.

Reminder Statements
Always five (5) bullets.

May be reproduced.

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PREPARING FOR THE PSSA READING ASSESSMENT

Preparation for the PSSA test cannot occur in a day or two, but must be an ongoing developmental process beginning at the primary levels. The recommendations that are reflected in this manual must become part of the guidelines for all grades.

Introduction

The PSSA is administered at grades 5, 8 and 11.

The PSSA fifth-grade test encompasses concepts up to and including grade 5. The PSSA eighth-grade test encompasses concepts up to and including grade 8. The PSSA eleventh-grade test encompasses concepts up to and including grade 11. It is important to note that this test is a measurement of the complete educational program and is not to be considered or evaluated as a grade level test.

The Content of the Test

More test items will be placed on the assessment for some standards categories than for others. The categories for which more items will be included are those which are most reflective of the curriculum at the specified grade level. The Pennsylvania Academic Standards for Reading categories represented on the assessment are:

- **1.1 Learning to Read Independently**
- **1.2 Reading Critically in All Content Areas**
- **1.3 Reading, Analyzing and Interpreting Literature**
- **1.7 Characteristics and Function of the English Language**
- **1.8 Research**

In addition, students must have an understanding of the concepts and terms included in the standards. This understanding may not be at the mastery level, but should be at a high enough level that students are able to recognize the terms and apply them. A complete glossary is located in Appendix D.

Sample Open-Ended Tasks

Included in Appendix A are samples of open-ended tasks for grade levels 5, 8 and 11. Also included in the Appendix are copies of actual student responses with annotations which exemplify each score.

Reading Academic Standards can be found on page 10 in this handbook.

Suggestions for Teachers to Prepare Students for the Assessment

- Become familiar with the Pennsylvania Standards—the PSSA Reading Assessment reflects the reading standards.
- Review your PSSA results from the previous year. Be sure to look at the score for each reading standard—this might help you identify specific areas of weakness. Also look at the results for the performance tasks.
- Prepare students to answer selected-response/multiple-choice questions that are text dependent.
- Provide instruction on and frequent use of the PA reading rubric, making it part of the students' ongoing development related to reading.
- Have students develop a reading vocabulary handbook. Also, refer to the "Terms to Know" from the Academic Standards, as listed in Appendix D.
- Model performance tasks for your students, including the organization of the rubric. (Specific examples have been provided in this handbook.)
- Write performance tasks for, and with, your students.
- Brainstorm with students what would be expected of them to score a 4, 3, 2, 1, etc. Explain that these criteria form a "rubric."
- Provide time for students to respond to performance tasks individually before sharing in small groups and discussing as a class.

Review the sample responses (Appendix A) with your students. Students will be asked to do the following when responding to performance tasks:

1. Read the purpose statement.
2. Read the passage.
3. Answer text-dependent selected-response/multiple-choice questions.
4. Read the performance task.
5. Read the reminder statement.
6. Read the 5 bulleted items.
7. Use the reading assessment rubric.
8. Respond in writing to the performance task.
9. Write only in the space provided.
10. Follow directions.

Encourage students to use rubric language when discussing their written explanations.

Emphasize the importance of the PSSA.

STUDENTS MUST TAKE THIS TEST SERIOUSLY!

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What Students Should Do to Prepare for the Assessment

- Understand the purpose of the PSSA.
- Know when and how to use a dictionary and thesaurus.
- Become familiar with the Reading Academics Standard Categories 1.1, 1.2, 1.3, 1.7 and 1.8.
- Learn about what is expected of them on performance tasks.
- Learn how to use the Pennsylvania Reading Rubric.
- Become familiar with the score levels of the Pennsylvania Reading Rubric.
- Allow students to develop their own Performance Tasks.

Sources for Obtaining Open-Ended Items/Performance Tasks

1. Reading text and supplements. Publishers have included performance task items in their latest publications or they can be purchased separately.
2. Website for Pennsylvania Department of Education
3. Intermediate Units
4. Local/District curriculum persons (i.e., reading specialists)
5. Internet sites
6. Documents published by PDE

Regulations for Classroom Administration of the Assessment

- No visual aids may be used to illustrate or explain any part of the assessment.
- Students may use a dictionary or thesaurus only when working on constructed-response items.
- No manipulatives are allowed during the reading assessment.
- Teachers are not permitted to write on the board.

Appendices

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APPENDIX A

GRADE 5 — SAMPLE PASSAGE AND SCORED RESPONSES

The story you will read is about a group of children who put on a snail race (yes, a *snail* race!). At the end of the passage, you will be asked to write about the race and the different ways that some of the children viewed it.

The Big Race

by Rhonda Lucas

Just call me Slick (*please, please not Charlotte!*)—the greatest snail racer in Augusta County. What? You didn't know that snails can race?

You'd better believe it.

I'm a pretty big **authority** on garden snail racing, because I've just gotten into my third racing season (summer vacation). And this season might just be the best ever.

A couple weeks ago, Jeffrey, Johnny and I set out with our buckets to "corral the herd." Johnny waded through the daisies, picking off snails like he was picking strawberries.

"You watch out today, Slick. I've got snails in here that'll smoke you guys," challenged Johnny, his pudgy fingers plunking snails into the bucket.

Jeffrey sat in our azaleas, watching a large yellow snail sticking to his thumb.

"This one's friendly. Wonder why some kids don't like 'em?" He stuck the snail on his knee, pushed up his glasses, and thoughtfully blew a bubble. "The other day, Marla Philpott dropped her lunch in a puddle when she saw a snail at school, and Butch Bower wouldn't go near the little guy either."

I had about a dozen eager racers sticking all over my bucket, and Jeffrey had about as many sticking all over him! We headed for the starting gate, which was the left banister post on my porch. The porch is painted real thick outdoor green, so the track is nice and smooth. By the end of a day's racing, it's a glistening crisscross of silver trails—good thing my folks don't mind! Jeffrey picked his best yellow racer, and Johnny and I chose big striped ones.

We were just about to start the race when we heard a familiar crack of knuckles and a big *sniffff*. A tall shadow fell on the race track.

It was Boris.

"Hey, dudes, gonna race those sad shell bags?" he asked, wiping his nose on his sleeve.

Boris "Slime Time" Bromberg had been the neighborhood snail racing champ for three years in a row. Everybody hated "Bragging Boris."

"Why even bother? None of those puny little snails will ever beat Flash," he said.

It was true. Boris's champion snail, Flash, had won all the big races last year—the Millers', the Goldmans', and the Tracys'. And he was a shoo-in at the first big race of this season, only a week away. What a shame that somebody like Boris had all the luck.

"Oh well, I guess there'll be a race for second place anyway," Boris said.

"Don't be so sure of yourself, Boris," I said.

"Yeah. You could lose," said Johnny.

"And who's gonna beat me? You, Worm Brain?" Boris pointed at Johnny, who turned purple and stared at his shoelaces.

"Maybe he will," sputtered Jeffrey.

"That means a lot coming from you, Wimpo," Boris said. Jeffrey's glasses slid down his nose, and his bubble popped on his chin.

"As for you, Slick—I'm surprised you aren't afraid to pick the snails up. 'Oooh—*yuk*, slimy snails.'" Boris squinched up his face and used a high-pitched voice for effect.

"Boris, we'll see who's afraid at the big race," I said.

"Yeah . . . uh . . . we've got a real winner this year," said Johnny. Jeff and I were surprised because we didn't know what Johnny was talking about. "A secret weapon," he finished a little uncertainly.

"Oh, yeah?" asked Boris.

"Yeah. And you're gonna eat dust!" challenged Johnny.

Boris got kind of red and snorted a big sniff.

"Well, this I gotta see. Wormo, Wimpo, and the girl are gonna beat me. Ha!"

"Get used to it, Slime Time," I said.

"Yeah, right." Boris cracked his knuckles and strutted off down the street.

"Hey, Johnny, what's this secret weapon stuff?" asked Jeff.

"Gee, I dunno. I just *had* to say something."

"Great. Now what're we going to do?" I asked. None of us felt like racing anymore; we just sat on the steps, our snails scattering all over. It was pretty gloomy. Then Jeff perked up, wrinkled his nose, pushed up his glasses, and blew a bubble. He had an idea coming.

"Crusher!"

A big grin grew across Johnny's red face.

Crusher was the biggest, fastest, meanest snail in the county. We'd found him the first week of June. And he'd won all three unofficial races (just the guys and me) he'd been in. He'd even set a new track record of seventeen minutes to cross the porch. Crusher had never come up against Flash because the season hadn't officially started yet. But I knew he could beat him. The trouble was, we'd lost Crusher. I'd put him back in the garden after his last race, and we hadn't seen him since.

"Well, guys, we just have to find him, that's all," I resolved.

The day of the big race arrived, and all the neighborhood kids were at my house drinking lemonade and getting ready for the **showdown**. The guys and I had spent all last week looking for Crusher, but he was gone. We were pretty down.

"Guess we're gonna look super-dumb today," pouted Johnny.

"And Boris is going to win *again*," said Jeff.

"Oh, come on, guys—maybe Flash will steer off course or something," I said.

They weren't convinced.

Sniffff . . . Boris had arrived.

"Hey, let's get this show on the road. I've got a race to win."

Everyone groaned and began to line up their snails at the gate. Jeffrey and Johnny put our racers out while I got more lemonade.

"Hey, Slick, how about pouring a big cup for the winner?"

I was just about to tell Boris that I'd rather eat worms than get him a drink when . . . I saw it. There, sticking to the lemonade

pitcher, was Crusher! I almost dropped my cup.

"Hold the gate!" I shouted. "There's a late entry." I picked up my snail, Rambo, and put Crusher in his place.

"Meet Crusher!" Everyone "ooohed" and "ahhhhed" at Crusher, who was "pawing" the air, raring to go. But Boris just looked cocky as he and I kneeled at the side of the track to take turns calling the race.

"And they're off!" I yelled.

"Ah-hah! Flash leaps out in front for an early lead," Boris gloated. "He's leaving a blazing silver trail behind him. Look at that, he's probably going three inches a minute!"

"Not so fast, Borro. Here comes Crusher. Look! He's on Flash's heel!" I announced.

"They're neck and neck. . . He's passing Flash!" I cheered. Boris looked pretty surprised.

"Oh, no. Look at Crusher chugging away. This has never happened before. Oh, man!" Boris was losing his cool.

"Crusher is ahead by a foot!" I said.

"Hey, hold on—Flash is gaining fast." Boris was grinning again.

"Crusher leads by a nose."

"Now he only leads by a feeler—a-l-l-l-right! Flash is back in the lead! And he's almost at the finish line. Sorry, Slick. You put up a pretty good fight, but looks like it's all over. Flash is about to cross the finish. . . But wait!" Boris dropped his chin.

"Flash stops one inch from the finish line. He's asleep on the track!" I yelled. "Crusher glides across the line—Crusher wins!"

All the kids congratulated me, thrilled that I had beaten Boris. Everybody carried the snails back to the garden, and Crusher went off to the winner's circle of daisies. Over at the edge of the sidewalk slumped a deflated Boris. He looked pitiful.

"Snail scum," he mumbled.

"Oh well, Boris, it was close." I felt kind of sorry for him.

"Yeah. It's never been close before. I can't get over it."

"But it was a great race. I mean, we haven't had a real race since you and Flash came along," I said.

"Yeah, I guess it was a pretty decent race," Boris admitted.

"And not knowing who's going to win *all* the time makes it more interesting," I offered, trying to be nice. After all, I was feeling pretty good after winning.

"I don't know. Winning all the time isn't so bad," he said.

"Anyway, maybe now that Flash has some competition, he'll get even better," I said.

"Yeah. . . ," Boris said as his face lit up. "Just wait till the next race!"

He got up and poured a cup of lemonade. I was pretty surprised when he handed it to me.

"Guess I'd better pour for the winner, huh?" he said.

"Gee, thanks, Boris," I stammered. And then I poured a cup, handed it to him, and offered a toast, "Here's to a *couple* of winners."

1. What event led to Crusher's entry in the race?

   A Boris said he was going to race Flash.
   B Slick was getting more lemonade.
   C Johnny said he had a secret weapon.
   D Flash fell asleep on the race track.

2. Which of the following is a **fact** rather than an opinion?

   E "Flash had won all the big races last year."
   F "I guess it was a pretty decent race."
   G "Guess we're gonna look super dumb."
   H "None of those puny little snails will ever beat Flash."

3. At the end of the story, Boris is a

   A happy, excited winner.
   B sad, quiet kid.
   C very bad sport.
   D pretty good loser.

4. When Slick says that Flash "was a shoo-in at the first big race," she means that

   E Flash will lose the race by a big margin.
   F Flash is sure to beat the other snails.
   G Flash will frighten the other snails.
   H Flash will finally meet his match.

Use the table of contents below to answer question 5.

Contents

Chapter		Page
1	Zoos in Ancient Times	1
2	The Needs of Zoo Animals	17
3	The New Style in Zoos	32
4	Taking Care of Zoo Animals	46
5	Everybody's Favorites	61
6	How to Behave at Zoos	84
7	A Visit to Four Famous Zoos	92
Index		114

5. Which chapter would probably tell how zoos have improved in recent years?

   A Chapter 1
   B Chapter 3
   C Chapter 5
   D Chapter 6

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Answer Key for *The Big Race*
Grade 5 Narrative Passage

Item	Correct Answer	Standards Category
1.	B	1.1.5G
2.	E	1.2.5A
3.	D	1.3.5A
4.	F	1.7.5B
5.	B	1.8.5B1

36. At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

As you write, be sure to:

- **Tell if you think Boris is a "winner" and give reasons why or why not.**
- **Use information from the story.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

I think Boris is a winner because at the end of the story he is not a bad sport or a bragger. For example even though he lost he admitted it was a decent race. And when Slick said competition might make Flash a better racer Boris was not feeling as down. In fact he seemed very enthusiactive about the next race. Boris even poured a glass of lemonade for Slick. Then he gave some to Crusher. If you asked me anyone who could could accept losing after being a champion for three years that makes you a real winner, especially if you don't act scornful or hate that person who defeated you.

4 - This response demonstrates a thorough understanding of the complexity of the text by exhibiting a level of comprehension that extends beyond the literal to the evaluative [. . .at the end of the story he is not a bad sport or bragger.] and [. . .acept losing. . .makes you a real winner especially if you don't act scornful. . .] This paper is well presented. Although there seems to be an error [Then he gave some to Crusher.], this is a different interpretation of the ending. [After he hands a cup of lemonade to Slick, he says he should also pour for the winner. Since Slick already has a cup, the logical choice is Crusher.]

BEST COPY AVAILABLE

36. At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

As you write, be sure to:

- **Tell if you think Boris is a "winner" and give reasons why or why not.**
- **Use information from the story.**
- **Include your own ideas .**
- **Write neatly and clearly.**
- **Use only the space provided.**

I think Borris is a winner because He beat every snail race except one. He was also a good sport about losing. He won so many snail races and talked about them that they call him Braging Borris. I think he was a winner because he won all but 1 race. His champion snail flash made him a winner. I definatley think that Borris is a winner. He is just a little mean when he wins. Crusher was the only snail able to beat Flash in a race in July. Borris is also a winner because He said he would race again.

3 - This response demonstrates a confident understanding of the text with both a literal [one loss doesn't make you a loser] and an evaluative [he was a good sport about losing] response. The main idea of "good sport" needs more elaboration for a higher score point.

BEST COPY AVAILABLE

36. **At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.**

As you write, be sure to:

- **Tell if you think Boris is a "winner" and give reasons why or why not.**
- **Use information from the story.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Yes I do think Borris is a winner because Borris wasn't a sore loser instead he admitted it was a good race and gave Slick some juice. At the begging he kept saying he was going to win but at the end he lost and flash was no longer the fastest now Crusher was. But Slick still gave him a drink and gave a toast and said "To a couple of winners!"

3 - This paper shows an adequate understanding of the main theme [. . .Boris was a winner because Boris wasn't a sore loser. . .(like he was at first)] and extends the idea literally.

BEST COPY AVAILABLE

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- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Yes, I think Borris is because he's a good sport. Maybe they could catch other snails and race them against their snail, and train for next year. At the end Borris got a little upset, but once Slick talked to him, he was okay.

2 - This student understands the main theme [winner because he's a good sport] but does not support the idea. More elaboration is needed for this paper to receive a higher score point.

BEST COPY AVAILABLE

36. **At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.**

As you write, be sure to:

- **Tell if you think Boris is a "winner" and give reasons why or why not.**
- **Use information from the story.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

I think that Boris lost because his snail fell a sleep on the racetrack. Boris was about to win at frist. But then Slick's snail was gaining on Boris's snail. Boris's snail was in the lead. But then his snail fell a sleep on the racetrak. When he was a inche away from the finish line. That when Slick's snail was in the back. But then Boris's snail fell a sleep. So that gave Slick's snail some time to beat the race. Thats how Boris is not a winer.

2 - This paper shows a very literal response to the task [Boris is not a winner because he lost] which is a limited interpretation of the text.

BEST COPY AVAILABLE

36. At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

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- Tell if you think Boris is a "winner" and give reasons why or why not.
- Use information from the story.
- Include your own ideas.
- Write neatly and clearly.
- Use only the space provided.

Boris is a winner because he win there time in a row. he made a stetet that said winning all the time isn't so bad. He had cfets so he win the showdown. but boris wins

1 - This response shows a very limited understanding of the text because of the errors and incomplete ideas.

36. At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

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- Include your own ideas.
- Write neatly and clearly.
- Use only the space provided.

I don't think Boris shoyd of won The race because he Braged to much and he thought he had the Best Snail and he could Bet any Body.

1 - This student misinterprets the task and comments on whether Boris should have won. This exhibits an incomplete level of comprehension.

BEST COPY AVAILABLE

36. At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

As you write, be sure to:

- Tell if you think Boris is a "winner" and give reasons why or why not.
- Use information from the story.
- Include your own ideas.
- Write neatly and clearly.
- Use only the space provided.

Jeffrey Johnny and I set out with our Bukets to corral the herd
Johnny waded through the daises picking off snails like he was picking strawberries
You watch out today Slick I've got snails into the Buket
Jeffrey sat in our azaleas watching a large yellow snail stick to his thumb
This one's friendly wonder Why some kids don't like em He stuck the snail on his knee Pushed up his glasses and thoughtfully blew a bubble The other day Maria Phillpott dropped her lunch in a puddle When she saw a snail at school and Butch Bower Wouldn't go near the little guy either
I had a dozen eager racers Sticking all over my bucket and Jeffrey had about as many sticking all over him We headed for the starting gate Which was the left banister Post on my Porch The porch is painted real thick outdoor green so the track is nice and smooth by the end of a days racing It's a glistening criss cross of silver trails - good

OT - This response consisted of irrelevant copied text that does not answer the task.

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Thomas Alva Edison was known for his many inventions that led him to be called "the man that invented the 20th century." After reading the passage you will answer questions and write about how his habits would work today.

Thomas Alva Edison: The Man That Invented The 20th Century

by Marvin Friedman

Let's try an experiment. Turn off all the lights in the house. Turn off the TV, VCR, CD player, and your stereo. Unplug the phone, refrigerator and air conditioner.

Now in the rare dark and quiet of your home, think of how different your life would be without all these modern inventions. All of them were made possible by one man, Thomas Alva Edison. Some call him the "man that invented the 20th century."

Tom Edison, born in 1847 in Milan, Ohio, was a very curious little boy. One day his mother found him sitting on a goose egg, trying to imitate a goose he had seen hatching an egg.

His many "why's", "what's" and "where's" often tired out his parents. Tom's mother tried to teach Tom how to find answers for himself.

When he was 12, he worked as what was called a "candy butcher" on a train that went from Port Huron, Michigan, where he then lived, to Detroit, Michigan. Tom the "butcher" walked the aisles shouting "candy, apples, newspapers, sandwiches, molasses, peanuts."

A six-hour stopover in Detroit gave Tom time to read at the library. He started with the first book on the bottom shelf and worked his way along until he had read every book on the shelf. Then he started on the next shelf. No matter how much he read, he always wanted to read more.

His job on the train didn't keep him very busy so he decided to print his own newspaper. He set up a small press in the baggage car of the train and sold his newspaper, the *Weekly Herald*, to railroad men and passengers.

One night, the train started to leave without him. Tom raced to catch it. He grabbed a railing on the baggage car but couldn't pull himself up. A brakeman grabbed Tom and pulled him aboard by his ears. His ears began to ring and then ache. Later, he started to lose his hearing, and his deafness grew worse as he got older.

He set up a laboratory in the baggage car and accidentally dropped a bottle of acid that started a small fire. That was the end of his job as candy butcher and newspaper editor on that railroad.

But Tom wasn't out of work for long. One day he rescued a little boy about to be run over by a train. The boy's father, the station telegrapher, was so grateful that he taught Tom how to operate a telegraph. Tom soon became one of the fastest telegraph operators in the country.

When he wasn't operating the telegraph, Tom would read and do experiments. Sometimes during slow periods Tom would doze.

Every hour all telegraphers had to send a signal that they were awake at their posts. Edison built a notched wheel attached to a clock that sent his "I am awake" signal every hour. Now he could snooze or work on experiments as he chose. Another of his early inventions was a crude electric rattrap made of two metal plates connected to a battery.

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Edison lost several jobs for not paying attention or for spilling acid on employers' carpets. He would make his way to another town and apply for a new job.

When he arrived in New York to look for work, his trousers were too short; his coat was old and greasy; his hat looked as if he had boiled soup in it. Bulging from his pockets were pliers, screwdrivers, balls of wire, batteries, and scraps of metal.

One day he was visiting a company that was in the business of reporting gold and stock prices. The reports went out over telegraph wires.

As Tom chatted with a friend, the company's telegraph broke down. No one knew how to fix it. Tom rolled up his sleeves, spotted the trouble and soon had the machine running again.

Stock prices were printed on long strips of paper by a machine called a stock ticker. Tom told the company he could make the stock ticker work faster and print more clearly. "Go to it," they said.

Edison thought the company should pay him at least $3,000 for the improved machine. That was a huge amount of money in those days. When Tom was offered $40,000, he almost fainted.

Now Tom felt like a rich man. He opened a laboratory in Newark, New Jersey. New ideas poured out of his mind. He hired several assistants and kept them all busy.

He married his 16-year-old secretary, Mary Stilwell, in 1871, and they had three children. Sometimes he would be away from home for two or three days, working and sleeping in his laboratory. Then he would go home, greet his family, and, still dressed in dirty clothes, throw himself on the bed.

In 1876, Edison built a new laboratory in Menlo Park, N.J., and moved his family into a house nearby.

Ideas continued to bubble up. He might be eating or talking when he would suddenly have a thought. Out of his pockets came a pencil and thick yellow pad. Down would go his thought.

Later, that thought might be used in an important invention. At his death, Edison had filled more than 3,400 such pads.

One of Edison's more amazing inventions was a device that would record and play back voices. On December 6, 1877, his associates gathered around while he wound a sheet of tin foil onto his machine. He spoke at the apparatus, "Mary had a little lamb, her fleece was white as snow. . ." When he turned the handle of the machine, out came the faint but unmistakable voice of Edison: "Mary had a little lamb. . ." His men could hardly believe what they heard.

Edison became known as "the Wizard of Menlo Park." The invention of the recording machine made possible the turntable and tape deck of today.

In the fall of 1878 he set to work on an even more important invention, the electric light. Over the next 14 months, he conducted more than 8,000 experiments to find the right material for a filament, which would glow when charged with electricity. He tried bark, old carpets, grass, horses' hooves, cowhides and cornstalks. All useless.

Then he cut a strip from an old bamboo fan and finally had what he wanted. On October 16, 1879, the world's first electric light bulb burned. It burned for many hours. Edison and his men rushed to make more bulbs and string them on poles outside his house in Menlo Park. Crowds gathered to wonder at the sight of darkness turned into day.

More work in Edison's lab made possible the invention of the radio tube, from which radio and television were developed.

In 1884, when Edison was 37, his wife Mary died. Two years later he married Mina Miller, just 19. He bought a huge Victorian home in West Orange, N.J., which would be his home for the rest of his life. He installed a four-car garage with a turntable so the cars didn't have to back out.

Edison had three more children with his second wife. Although he didn't spend much time at home, he was eager to have his children learn

about the natural world. If he saw a wild thunderstorm or a bright rainbow, he might rush to show his children, even if it meant waking them from a nap or a night's sleep.

He built a new "invention factory" in West Orange that dwarfed the one in Menlo Park. His empire grew. He employed 5,000 men and ran 30 companies. Now he was truly very wealthy. Even so, not every idea worked out.

Edison loved electricity and believed the future of transportation lay with the electric automobile. He began working on an electric car and a large storage battery that would last for 100 miles.

But the nation wanted cars with gasoline power, so his electric car never took off. He also failed when he tried to invent a helicopter.

In his 60's he was still strong enough to do the work of two men his age. His mind was sharp as a razor. By now he was the most famous of all Americans of his day. The Age of Electricity had arrived, and Tom Edison had made it possible.

In 1929, on the 50th anniversary of the electric light, Edison came to Dearborn, Michigan, for a celebration. An exact copy of his Menlo Park laboratory had been built in Dearborn.

In the laboratory, he walked slowly to a chair and sat down. Millions listened on the radio as Edison re-enacted the drama that had taken place half a century earlier.

He connected wires and a lamp glowed, got brighter and then burst into light. At that moment in cities across America, people who had dimmed their lights in tribute to his genius turned them on full strength.

Not long after that, Edison's health began to fail. He visited the factory less often. The afternoon car rides became shorter. He died in October 1931.

At the news of his death, some members of Congress proposed that all electricity in America be turned off for a minute in tribute. But that was unthinkable. If the power were cut nationwide, our modern society would grind to a halt.

When Edison was born, Abraham Lincoln was an unknown Congressman from Illinois. When Edison died, people drove cars and went to theaters to watch movies. Edison's life spanned the making of modern America, and much of it was his doing. He made his dream of a world run by electricity come true.

1. The statement that "Edison's life spanned the making of modern America" means that

   A his life's work is a standard against which America's industrial progress is measured.

   B Edison was personally responsible for the majority of America's industrial progress.

   C America's progress was quickened because of the life's work of this man.

   D he grew up during a time when America changed from an agricultural state to an industrial society.

2. Young Tom had difficulty holding jobs primarily because

   E he couldn't stay interested in them.

   F his clothes were dirty and he dressed sloppily.

   G his mind strayed and he experimented while working.

   H an injury had damaged his ability to hear.

3. Which event led to Edison "feeling like a rich man"?

   A He improved the stock ticker.

   B He fixed the telegraph.

   C He invented the light bulb.

   D He saved all of his money.

4. Which of these words probably comes from the Latin word *factor*, meaning *doer*?

   E factual

   F fact

   G factory

   H faction

Use the library catalog cards and bibliography entries from a book below to answer question 5.

CARD 1

796.5
S

Sawicki, Mel
Outdoor life / Mel Sawicki — Boston: Creighton House, 1982.
311 p. : ill. ; 20 cm.
1. Camping. 2. Backpacking. I. Title

CARD 2

688.7
H

Hallberg, Arthur
Choosing the appropriate camping gear / Arthur Hallberg. — New York : Zenith Press, 1986.
230 p. : ill. ; 17 cm.
1. Camping-Equipment and supplies. I. Title

CARD 3

688.7
L

Lu, Kim
Footwear for hiking and climbing / Kim Lu. – Richmond, Ca. : Lester and Reuss, 1987.
189 p. : ill. ; 19 cm.
1. Hiking-Equipment and supplies. 2. Rock climbing-Equipment and supplies. I. Title.

CARD 4

796.5
D

Dean, Perry
Under the stars / Perry Dean. — Denver : Alpine Press, 1985.
288 p. : ill. ; 20 cm.
1. Camping. I. Title.

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Doherty, Alison. "Backpacks: Comfort Is the Key." *Vacationer's Monthly*, March 1983, pp. 26-29.
Mangiafico, Paul. *The ABCs of Buying a Tent*. New York: Westlake Book Co., 1985.

5. Which of these authors wrote a magazine article?

A Kim Lu
B Alison Doherty
C Arthur Hallberg
D Paul Mangiafico

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Answer Key for *Thomas Alva Edison: The Man that Invented the 20th Century*
Grade 8 Informational Passage

Item	Correct Answer	Standards Category
1.	C	1.1.8D
2.	G	1.2.8A
3.	A	1.3.8B4
4.	G	1.7.8A
5.	B	1.8.8C4

144. Thomas Alva Edison's work habits, unconventional as they were, led to his success. Describe his work habits and tell how they would affect his work today. Use information from the passage and your own ideas. Write in the space below.

As you write, be sure to:

- **Describe Edison's work habits and how they led to success.**
- **Tell how his work habits would relate to success in today's world.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Thomas Edison was a great and powerful mind that changed the world forever. If it were not for Thomas Alva Edison today, life would be a lot more difficult. Thomas Edison made it passible to do many things that we wouldn't be able to do, otherwise.

Many will ask how he had done it. The key for him was hard work. Thomas Edison worked as hard as he could to reach his goal. Take the light bulb, for instance. Thomas Edison wanted to find the perfect material for his light bulb. To find that material, he had to expirement continusely, and he didn't give up. He was determined to find the perfect substance to make his light bulb. He could have just given up, but he didn't. He had determination and he needed to reach his goal, and finally, he did.

If we had the ~~same~~ work habits of Thomas Edison today, maybe we would all be as successful as he was. Unfortunately, not so many people today are like that. Many people still don't realize that you can't achieve anything without trying. Thomas Edison would have failed if he had just given up. Failure was one thing Edison could not accept, but so many people accept so easily everyday. That is one thing we have to change.

4 - This response shows a thorough understanding of the text by naming work habits (i.e. "hard work," "didn't give up," "determination") and describing how they led to success. The student clearly tells how those work habits would relate to success today. The student exhibits a level of comprehension that extends beyond the literal and demonstrates critical and evaluative thinking, making strong connections to the text, other concepts and his/her own ideas.

BEST COPY AVAILABLE

144. **Thomas Alva Edison's work habits, unconventional as they were, led to his success. Describe his work habits and tell how they would affect his work today. Use information from the passage and your own ideas. Write in the space below.**

As you write, be sure to:

- **Describe Edison's work habits and how they led to success.**
- **Tell how his work habits would relate to success in today's world.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

THOMAS ALVA EDISON'S WORK HABITS WERE VERY DIFFERENT THAN PEOPLE TODAY. EDISON HAD A HARD TIME KEEPING JOBS BECAUSE HE WOULD FALL ASLEEP OR WORK ON HIS EXPERIMENTS. THOMAS ALVA EDISON'S WORK HABITS INCLUDED NOT CHANGING HIS CLOTHES FOR A FEW DAYS, SLEEPING IN HIS LAB, ALWAYS HAVING THINGS BULGING OUT OF HIS POCKETS, LIKE BALLS OF WIRE, SCREWDRIVERS, BATTERIES, ECT.... THOMAS ALVA EDISON MOVED AROUND A LOT BECAUSE HE WOULD LOOSE HIS JOB. THE REASON I THINK THOMAS EDISON SUCEED WAS BECAUSE HE SPENT ALOT OF TIME IN HIS LAB AND HE NEVER GAVE UP VERY EASILY.

THOMAS ALVA EDISON WOULD BE SUCCEFUL TODAY IF HE USED HIS WORK HABITS AS HE DID BEFORE, BECAUSE NOT VERY MANY PEOPLE IN THIS WORLD ARE THAT DETERMINED TO DO SOME THING THIS IMPOSSIBLE. I THINK THOMAS ALVA EDISON WOULD MAKE IT IN THE WORLD TODAY BECAUSE HE DID NOT GIVE UP ON HIS INVENTIONS.

4 - This response shows a thorough understanding of the text by naming numerous work habits and explaining how some of these affected him. This student also explains how Edison's work habits would relate to success in today's world.

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EDISON WAS ALWAYS THINKING OF NEW IDEAS, WEATHER HE WAS HAVING DINNER OR TALKING TO HIS WIFE. EVERY TIME HE WOULD GET AN IDEA HE'D COPY IT DOWN ON HIS NOTEBOOK PAPER. HE WOULD TAKE BRAKES IN HIS JOB TO GO AND READ ABOUT NEW THINGS OR TO WORK ON AN EXPERIMENT. IF HE WAS STILL ALIVE TODAY I'M SURE HE WOULD STILL BE INVENTING NEW THINGS AND WE WOULD HAVE NEW, BETTER APPLIANCES. HE WAS VERY DEVOTED TO HIS IDEAS AND NEVER WOULD GIVE UP ON A SMART IDEA. THOMAS EDISON HAD MORE THAN 3,400 PADS OF IDEAS, AND BY NOW I'M SURE HE COULD HAVE DOUBLED THAT AMOUNT. WITH THE MONEY HE EARNED WITH HIS INVENTIONS HE WOULD BUILD NEWER, BETTER, AND BIGGER "INVENTION FACTORYS" WHICH WOULD MAKE EXPERIMENTING EASIER. HE NOW ALSO HAD THE MONEY TO EXPERIMENT WITH NEW THINGS, AND HAD SOME HELP. THOMAS EDISON WAS A GREAT INVENTOR AND REALLY DESERVED THE TITLE "THE MAN THAT INVENTED THE 20TH CENTURY."

3 - This response shows a confident and coherent explanation of Edison's work habits. Through use of textual support, the student alludes to how these habits led him to success and what he would be doing today. The explanation is not elaborated enough for a higher score.

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- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Thomas Alva Edison was a man that worked incredilably hard. But Edisons' work did pay off for him. He would often stay in his laboratory for 2 or 3 day at a time. When Thomas had an Idea he would not put it to sleep. Over one, 14 month period he conducted more than 8,000 experiments. In todays world Thomas could have been good at any profession that he chose because of his impeckable work ethic. I think that one of the reasons Thomas worked so hard was because he enjoyed what he was doing very much.

3 - This response shows a confident and coherent explanation of Edison's work habits and how they led to his success. Textual support is included. There is, however, no mention of how these habits would apply to today.

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- **Write neatly and clearly.**
- **Use only the space provided.**

Thomas Alva Edison was a genious! He invented so many things Because of all his great ideas. Edison had bad work habits when he was not inventing. When he started to invent things in his on line of beciness he was great. His work habits in his lab were great because of all the inventions he had done. He had invented a lightbulb onc even a radio. These inventions are used so much in todays world. If he had not invented the lightbulb, we might even have been using candles now. He was very smart, even though not all his inventions were a success. If Thomas would not have invented all these great inventions who would have?

2 - This response shows a limited interpretation of the text. The student states Edison had bad work habits but never really explains what they are. The student does address that his success is due to "great ideas." There are also some text examples.

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144. **Thomas Alva Edison's work habits, unconventional as they were, led to his success. Describe his work habits and tell how they would affect his work today. Use information from the passage and your own ideas. Write in the space below.**

As you write, be sure to:

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- **Tell how his work habits would relate to success in today's world.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Thomas Edison was a great inventer. He worked non stop trying experiments. His experiments led to the light bulb, radio tube, electric car. He would come home dirty and fall right to sleep. When he worked at the train station he was always to busy doing experments.

2 - This response shows a limited interpretation of the text. Several work habits are named, but presented more in the form of a list than an explanation.

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- **Use only the space provided.**

Thomas Edison's work habits were that when he was 12 years old he worked on a train as a "Candy butcher" he walked the aisles shouting "candy, apples, newspapers, sandwiches, molasses, and peanuts. Thomas Edison printed his own newspaper and he started the printing press. Thomas Edison soon invented the telegraph he became the fastes telegraph operator in the country. Thomas Edison opened a labortory in Newark, New Jersey. He got married to his 16 year old secretary her name was Mary Stilwell he married her in 1871 and they had three children. Thomas Edison would go away from his house for two or three days. Thomas Edison did another invention it was called the electric light. In 1884 Thomas Edison was 37 and his wife Mary died. Two years later he married Mina Miller she was 19 years old. Thomas Edison bought a huge victorian house with a four car garage with a turntable so he would not have to back out of his garage. Thomas Edison died October 1931 because his health went bad.

1 - This response shows an attempt to answer the question but is very limited. It is merely a random re-telling of the story without identifying a work habit.

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144. **Thomas Alva Edison's work habits, unconventional as they were, led to his success. Describe his work habits and tell how they would affect his work today. Use information from the passage and your own ideas. Write in the space below.**

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- **Use only the space provided.**

Thomas Edesons work habits were very unconventiol. Sometimes he would stay in his lab and not be home for days.

1 - This response shows an attempt to respond to the prompt. One work habit is identified but no support is offered.

144. **Thomas Alva Edison's work habits, unconventional as they were, led to his success. Describe his work habits and tell how they would affect his work today. Use information from the passage and your own ideas. Write in the space below.**

As you write, be sure to:

- **Describe Edison's work habits and how they led to success.**
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he found out that lightning would make the light Work

OT - This response is considered off-task because it does not relate to Thomas Edison.

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This article appeared in the nature magazine *International Wildlife*. You will be asked to write about penguins' fish- and bird-like characteristics. Read the article and answer the questions which follow it.

The Sheer Wonder of Penguins

Tales and tidbits about the world's coolest birds

by Tui De Roy and Cheryl Lyn Dybas

Few creatures have so captured the human heart and imagination as penguins, the waddling, flightless seabirds that dwell in some of the most frigid, inhospitable and inaccessible regions on Earth.

Certainly much of our fascination with the creatures is rooted in what many perceive as their resemblance to ourselves. In their distinctive black-tie plumage, they teeter around on two legs like befuddled dandies locked out of the opera house—all dressed up and nowhere to go.

But there's more to penguins than slapstick. Indeed, the birds' natural history is a remarkable tale of evolutionary success. They thrive in areas where most animals would quickly perish, supremely well-adapted as they are to life in the deep freeze.

Scientists and naturalists have known for centuries that the closer one looks at penguins, the more fascinating they become. With that in mind, *International Wildlife* presents this potpourri of pure penguinabilia—facts and anecdotes about the creatures themselves and mankind's unending quest to get to know them.

No neighbor to polar bears: All of the world's 18 or so penguin species (scientists disagree over the number) live in the Southern Hemisphere—clear on the other side of the globe from the polar bears of the Arctic North. Their home stretches from Antarctica to South Africa, South America, Australia, New Zealand and even as far north as the Galapagos Islands. There are no penguins at the South Pole, however, which lies 800 miles from the nearest ocean and a supply of available food.

Where the penguin got its name: The word penguin, first recorded in English in 1588, was probably given to the bird by early Spanish sailors because of the amount of fat (*penguigo*) on its body. The Welsh, however, claim the name comes from the Old Welsh expression *pen gwyn,* meaning "white head," a reference to the now-extinct great auk of the Far North.

Fish or fowl? Fossil records show that penguins once could fly but gave it up for life in the sea some 60 or 70 million years ago. Over time, their wings evolved into narrow, bony flippers, a trait that understandably confused early Antarctic explorers, who classified the creatures as fish, not fowl. Though no longer capable of becoming airborne, penguins virtually can fly through the water. Stroking their finlike wings and using their feet as rudders, they turn split-second undersea pinwheels and race at speeds of more than 10 mph. Unlike other birds, whose hollow, lightweight bones help them fly, penguins have solid bones better suited to life in the water. The extra weight provides ballast for deep dives in search of prey, such as lanternfish, squid or krill.

Big bullies and mewing pipsqueaks: The largest living penguin is the emperor, which, standing nearly 4 feet tall and weighing 90 pounds, is big enough to knock down a man. That's exactly what one did in 1914 when cornered by a crewman of the research ship *Endurance:* the bird jumped on its pursuer's chest and escaped. On the other end of the size spectrum is the 3-pound, 15-inch little blue, or fairy, penguin of South Australia and New Zealand, a shy bird often heard mewing like a cat along beaches at night.

Rare find in New Zealand: The rarest of all penguins is the shy yellow-eyed species, which nests in the deep, damp thickets and forests of southeastern New Zealand. The fewer than 4,000 remaining birds are threatened by introducing predators such as cats, rats, and pigs.

Peaceful (though noisy) coexistence: Except perhaps for the occasional theft of nestbuilding stones, penguin society is relatively orderly, especially when one considers the number of birds that inhabit some rookeries. At least two colonies of Magellanic penguins in Argentina number over a million birds. About

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five million Adelie penguins nest side-by-side in the South Orkney Islands off the Antarctic Peninsula, and the population of the Chinstrap rookery in the South Sandwich Islands has been estimated at ten million.

Penguin island: The largest colony of nesting penguins gathers on the flanks of Mount Asphyxia, a remote active volcano on Zavodovski Island in the far reaches of the South Atlantic. Scientists estimate that between 14 and 21 million penguins—mostly chinstraps, which sport hoods and a thin band under their bills, and macaronis, with their sweeping yellow eyebrows—converge on the island every spring to nest on the shores, which are cleared of snow by volcanic warmth.

Suited up for survival: Tuxedo-like, two-toned plumage helps conceal swimming penguins from predators above and below the surface. The principle behind this natural camouflage is called countershading. The dark back of most penguin species, viewed from above, is hard to distinguish against murky surrounding waters. Similarly, a shark or leopard seal lurking in the depths might not notice the bird's white underparts in the bright glare at the water's surface.

B.V.D.'s for chilly waters: Penguins are designed especially for life in cold water. Their feathers are small and stiff, almost like scales, overlapping tightly so they cannot be ruffled by wind or wave. These feathers are denser than those of any other bird and cover the entire body, about 70 per square inch. Like thermal underwear, an undercoat of wooly down beneath this waterproof shell traps air in a layer about an inch thick, retaining much of the bird's body heat in water just below freezing and in frigid outside air. A thick lining of blubber adds extra insulation.

Built-in radiators: Penguins are so well protected against the cold that their biggest problem comes not from being too cold, but rather too warm. When they overheat, the creatures' bodies respond automatically by expanding the small blood vessels in the skin and blubber to dissipate heat away from the core. Their feet and the barely feathered underside of their bony wings flush bright pink with surface blood, ridding the body of excess heat much like natural radiators. They also fluff up their feathers to let the air flow through them. If that isn't enough, they pant and eat large beakfuls of snow.

Coat of oil—a dry idea: A large, pear-shaped gland at the upper base of the penguin's tail secretes a fine oil, which the bird spreads over its body using its face and bill. This oily coating keeps the feathers watertight and dry, and it allows the crested penguins of the subantarctic, for instance, to spend six months continuously in the open ocean each winter without coming ashore. If they ever became waterlogged, the creatures would die within a few hours.

Off with the old: Instead of molting a few feathers at a time like most birds, once a year (in the austral summer) penguins shed their entire coat in one go. To accomplish this, they first fatten up, increasing their normal weight by as much as 50 percent. Then they fast for several weeks on shore while their new feathers develop. To go in the water before the new coat grows in would surely be fatal.

Record-holding divers: Emperor penguins often dive deep under the Antarctic ice in search of their prey, deep-water lanternfish. In fact, the species holds the record for the deepest dive ever for a bird, calculated at 1,250 feet. "I've clocked emperor dives that lasted 18 minutes— considerably longer than those recorded for any other bird and longer than the dives of most marine mammals," says Gerald Kooyman, a biologist at the Scripps Institution of Oceanography in LaJolla, California.

Not so clumsy, after all: Stubby legs make walking difficult and give penguins their comical, waddling gait. The birds have other ways of getting around, though, and at times they can be downright agile. When traveling long distances by sea, they leap in and out of the water in a behavior called porpoising. When swimming underwater, penguins can gauge the height of shore ice or rocks from a distance. Gathering speed, they swim right up to their destination, pop out of the water as high as 7 feet and, most of the time, make an upright landing.

In snow, emperors and Adelie penguins—which can run faster than a man through soft snow—can travel great distances tobogganing on their smooth bellies. When hurried, rockhoppers leap along with feet held together like children on pogo sticks; to climb steep rock faces, they dig in with their sharp claws and use their beaks as ice axes. Magellanic penguins can escape predators by running on all fours, paddling with their stiff wingtips and their powerful feet.

Day care—a matter of style: To protect their eggs and chicks from the elements, some penguins—little blue (or fairy), black-footed, Humboldt and Magellanic penguins, for example—dig underground burrows. Others, such as Galapagos penguins and New Zealand's fiordland crested penguins, seek shelter in natural caves, while most other species construct

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bowl-shaped nests of pebbles, grass or lumps of sod. Two types, emperor and king penguins, build nothing at all. They simply balance their single egg or chick on top of their feet, then cover their cargo with a flap of loose belly skin. By shuffling their feet, they can even walk around without disturbing their passenger.

Whose turn to baby-sit? To raise their young, all penguins share parental duties, though the various species have different ways of splitting the job. Soon after laying her one egg in mid-May (wintertime in Antarctica), the female emperor heads out to sea, leaving her mate in charge of incubation. She returns two months later and takes care of feeding the new chick, giving the male a couple weeks of needed rest. The male macaroni also incubates the egg, but he sticks around and guards the chick for the first two weeks while the mother makes multiple trips to the sea for food.

Vigil in a deep freeze: As they incubate their eggs during the long, dark Antarctic winter, male emperor penguins endure the coldest temperatures of any animal on Earth. The fathers-to-be wouldn't survive long if each were exposed alone on the ice, so they huddle together to stay warm in temperatures that can drop below -70 degrees F. Without food, they live off their fat reserves until the eggs hatch and their mates return from the sea.

Penguins at the equator? An upwelling of cold, nutrient-rich waters brings an abundance of small fish to the equatorial Galapagos Islands, home of the most tropical of all penguin species. The nesting success of Galapagos penguins is closely tied to regular fluctuations in local weather conditions, with the highest rates of success occurring in cool, dry years and the lowest during warm, wet years. The 1982-1983 nesting season was an especially poor one for these birds because the cyclical phenomenon called El Nino brought unusually warm water to the region.

Evidence of a penguin giant: The largest penguin that ever lived stood 60 to 70 inches tall and weighed between 220 and 240 pounds. Found as fossils in New Zealand and Antarctica, *Anthropornis nordenskjoldi* lived between 11 million and 25 million years ago. Scientists don't know why the big bird disappeared, though they think it might have lost out to competition for food supplies from the newly emerging toothed whales.

Many penguins are krill-seekers: The abundance of krill in South Pole waters is largely responsible for the success of many Antarctic penguin colonies. The shrimplike creatures, which grow to a length of about 3 inches, swarm in groups in the millions during the short austral summer, providing food for much of Antarctica's wildlife.

Wayne and Susan Trivelpiece, penguin researchers affiliated with Old Dominion University in Norfolk, Virginia, are studying the importance of krill to Adelie, chinstrap and gentoo penguins. "Their reproductive success is probably heavily dependent on krill availability," says Wayne Trivelpiece. "The birds might be in trouble if krill ever catches on as a major fishery resource."

King of the squid-eaters: Another popular penguin dish is squid, which some species can't seem to get enough of. A king penguin chick, for instance, can down more than 6 pounds of the tubular cephalopods in one feeding. The youngster's parent might have taken four days and more than 1,000 dives to gather that much food, which it then delivers to the chick in a regurgitated slurry.

Speaking of appetites: Scientists estimate that one colony of five million Adelie penguins on Lawrie Island in the Antarctic needs an average of 9,000 tons of food per day to feed their young. That's roughly equal to the catch of 70 modern trawlers.

Why do penguins flock together? Physical features of the environment, such as limited breeding space or a highly localized food supply, may force penguins together in large nesting colonies. Communal living also gives the birds increased safety from predators, and by watching each other the birds learn where to find the best sources of food.

Songs for penguins: Many a lonely explorer has tried to charm penguins with music. In 1904, a piper from the Scottish National Antarctic Expedition posed for a photo in full Scottish regalia, playing his bagpipes to a lone emperor penguin. The poor creature, tethered by a leash around its foot, could not wait to get away. Later, sailors on the ship carrying British explorer Robert Scott reportedly sang to penguins from the poop deck.

National penguin egg day: Less hotly debated has been the flavor of penguin eggs, which early explorers found to be everything from merely acceptable to delicious. In the Falkland Islands, November 9—traditionally the day for hunting penguin eggs—was set aside as a holiday for schoolchildren. The date coincided roughly with the appearance of the first rockhopper penguin eggs, which islanders shipped in by the tens of thousands from rookeries near and far.

The practice nearly decimated colonies near Port Stanley. Although penguin eggs are still gathered in the Falklands today, egging is now regulated in the British territory.

One man's dying wish: In 1899, members of a British expedition built wooden huts near the Adelie penguin rookery of Cape Adare, becoming the first people ever to spend a winter on the Antarctic continent. During the long winter night, their zoologist, a Norwegian named Hansen, fell gravely ill. His wish was to live to see the spring return of the penguins. When the first bird arrived across the ice, the men captured it and placed it in Hansen's arms just before he breathed his last breath.

1. Penguins would seem to be most susceptible to attacks from predators when they are

A swimming.
B climbing.
C nesting.
D molting.
E porpoising.

2. The authors organized their material according to

F characteristics of the species.
G logic.
H chronology.
I description.
J most important to least important information.

3. The authors' style includes the use of

A hyperbole.
B progressive time.
C comical anecdotes.
D humorous descriptions.
E point of view.

4. The words *Arctic* and *Antarctic* are related to

F the Greek word *arktikos,* meaning *northern.*
G the Greek word *archaio,* meaning *beginning.*
H the Latin word *arcus,* meaning *bow.*
I the Greek word *archos,* meaning *ruler.*
J the Greek word *arktos,* meaning *bear.*

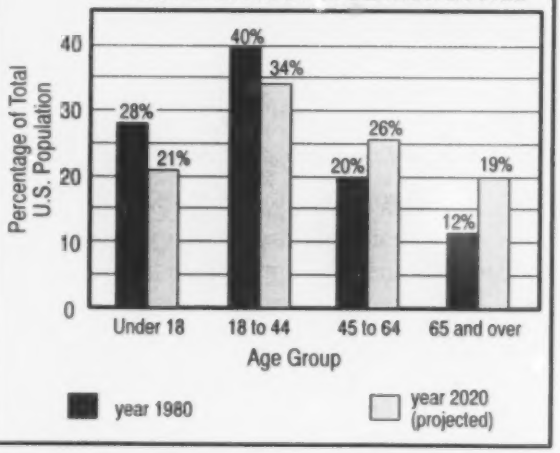
Use the information below to answer question 5.

UNITED STATES POPULATION BY REGION

Regions of the United States	Total Persons Counted* (in millions)		
	1960	1970	1980
Northeast	45	49	49
Midwest	52	57	59
South	55	63	75
West	28	35	43

*rounded to the nearest million

UNITED STATES POPULATION BY AGE



5. If the population pattern from 1970 and 1980 continued, which region probably had the fewest people in 1990?

   A West
   B South
   C Midwest
   D Northeast

Answer Key for *The Sheer Wonder of Penguins*

Grade 11 Informational Passage

Item	Correct Answer(s)	Standards Category
1.	B, C, D	1.1.11G
2.	F	1.2.11A
3.	D, E	1.3.11B
4.	F	1.7.11A
5.	D	1.8.11C5

Note: The 2000 PSSA Reading assessment for grade 11 included multiple-response multiple-choice/selected-response items that offer five answer choices with one or more possible correct answers. Only single-response multiple-choice/selected-response items will be included in the 2001 PSSA Reading assessment.

31. **Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.**

As you write, be sure to:

- **Explain how it could have been confusing in determining whether penguins were fish or birds.**
- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Early explorers could have confused the penguin for either a bird or a fish because of several features for which it has.

Penguins could be considered a fish for many different reasons. First of all the penguin can swim underwater like a fish. Plus it eats a small shrimp called krill which many groups of fish eat. Also a penguin glides through the water and can make sharp turns in the water just like a fish can. Showing that in fact a peguin could be a fish.

But the idea that a penguin could be mistaken for a bird could also be very well backed up. The best example for this is that it has wings also it has a body covered with feathers which it then molts showing it can be a bird. Also laying an egg and having the father watch it while the mother is getting food is another example of the penguin's bird-like qualities.

Wether bird or fish the penguin is surley a remarkable animal which sports qualities of both fish and birds wrapped up in a waddling black and white package.

4 - The response demonstrates a thorough understanding and uses text-based facts to elaborate and support an explanation of how penguins could be seen as fish and birds. It shows a level of comprehension that extends beyond the literal to the evaluative, exhibited by the specific information that was selected.

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- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Penguins have Characteristics of fish and of birds. At one time records show they could fly but gave it up for life in the sea about 60 or 70 million years ago. Penguins have wings but they can not fly in the air like birds. Their wings are finlike for helping them swim in water. Penguins have solid bones which helps them dive deep in search of their prey. Most birds have light weight bones in order to fly. With all these different characteristics it would have been hard classifing this waddling, flightless seabird.

Instead of molting a few feathers at a time like most birds, Penguins molt their entire coat all at once. Penguins are noted for their diving ability one recorded was 18 minutes. Longer than most marine mammals.

Penguins lay eggs mostly one.

These creatures have captured the heart of humans with so many abilities. They were diffitenly classified as birds Eventhough they have many fish and bird like features.

3 - This student coherently selects text-based information that explains the characteristics of birds and fish. This demonstrates a more literal and adequate understanding of the text.

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- **Write neatly and clearly.**
- **Use only the space provided.**

Penguins have many bird-like characteristics. Their physical features are similar such as feathers and a beak. There are also differences for instance a penguin is flightless.

Penguins also have characteristics similar to fish. They are record-holding divers and very fast swimmers. They can last in the ocean for a long time, without going on land. Over time, the penguins wings evolved into narrow, bony flippers. Penguins have solid bones better suited for life in the water.

3 - The student demonstrates a coherent and adequate understanding and interpretation of the text by selecting information that is more literal yet supports an explanation of how penguins could be fish or birds.

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31. **Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.**

As you write, be sure to:

- **Explain how it could have been confusing in determining whether penguins were fish or birds.**
- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

The Penguin is like a fish and a bird in a lot of ways. I'm here to tell you about them. The first thing that I am going to tell you is how the penguin is like a fish. It is like a fish because of the way they swim and the depth of the swim they go.

The next thing that I am going to tell you is how they are like a bird. They are like a bird because they have to go out and find some stuff to build a nest. They build nests so they can leave there eggs and they can have a place to sleep so they don't have to sleep on the ground.

I just gave you a few ideas of why they are like a fish and a bird. I want to thank you for taking time out of your schedule to read this.

2 - The student demonstrates a limited understanding/interpretation of the text in a limited and literal response. "They swim" and "they build nests" is about all the information given.

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As you write, be sure to:

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- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

Early explorers could have mistaked the penguins as fish because of their ability to swim rapidly in the water and to dive for long periods of time. But then again exploring though that penguins were big birds with their bird like features such as bill, and their shape, flippers that looked like tiny wings.

2 - The response consists primarily of literal facts from the text and lacks enough information to show more than a limited understanding.

BEST COPY AVAILABLE

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As you write, be sure to:

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- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

I would cofusing if penguins were fishor birds if they could fly.

Penguins come the Artic Nurthor South. They like cold, they swim and look for food in the ocaw. They can't fly but they are part of the bird group. They leat bitemfish, ourk squidkrill.

1 - This response consists of disjointed literal facts and the student does not use that information to address the task in more than a very limited manner. It is difficult to understand which of the attributes given are to determine whether the penguin is a fish or bird without a lot of inference or assumption.

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31. **Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.**

As you write, be sure to:

- **Explain how it could have been confusing in determining whether penguins were fish or birds.**
- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

The penguins seemed like fish to the early explorers because of the way they swam and acted.

1 - The student identifies one text-based fact that is not connected to anything to help demonstrate he/she has a limited understanding of the article. It is an isolated, sketchy detail.

31. **Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.**

As you write, be sure to:

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- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

I know nothing about penguins

0 (IO) - This response qualifies as a refusal to perform.

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31. **Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.**

As you write, be sure to:

- **Explain how it could have been confusing in determining whether penguins were fish or birds.**
- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

After you have checked your work, close your booklet and answer booklet so your teacher will know you are finished.

OT - The response copies the notice at the bottom of the answer page and shows no relationship to the task or text.

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APPENDIX B

READING ASSESSMENT ADVISORY COMMITTEE

(Members active in 2000)

Mary Ann Ashner Pleasant Valley School District
Nora Bickel (Retired) Butler Area School District
Marian Buchanan Tamaqua School District
Kathy Burson Middletown Area School District
Lucille F. Candeloro Spring Ford Area School District
Deborah Chaney-Giles Norristown School District
Linda Cheripka Blue Mountain School District
Charles Christine Montgomery County IU 23
Mary Clemons (Retired) Consultant
Cynthia A. Coble Solanco School District
William Coble Solanco School District
Diane Cohle Hatboro-Horsham School District
Clyde Colwell Abington Heights School District
Jeanne S. Cranks Duquesne University
George Cravitz Selingsgrove Area School District
Elaine Cutler Bellefonte Area School District
Donna Denick Pennsbury School District
Patrick Detterbeck Bellwood-Antis School District
Philip Donohue Philadelphia School District

Mark Dymond Clearfield Area School District
Marion R. Dugan (Inactive) Souderton Area School District
Doranne Easler Kennett Consolidated School District
Jeanne Foster Athens Area School District
Susan Francis Conestoga Valley School District
Richard Garverick Gettysburg Area School District
Rose Marie Gaudi Jeanette Area School District
Joel Geary Pennsylvania Department of Education
Judy Gehman (Retired) Consultant
Suzanne Good Titusville Area School District
Scott Greenwood Downington Area School District
Kathryn F. Groller Allentown School District
Heidi Gross Haverford Township School District
Carolyn LaRose Henry Harrisburg School District
Roslyn Herring Neshaminy School District
Dorothy Hoey Saucon Valley School District
Eleanor Hottenstein Wilkes-Barre Area School District
Rae-Lin Howard Grove City Area School District
Barbara Hudnell United School District

Phoebe Inch Selingsgrove Area School District
Anne Kauffman Interboro Area School District
Anne Kiscaden Harmony Area School District
Callie Kingsbury (Retired) State College Area School District
Sheryl Kreps Council Rock School District
Sharon Lauderman Donegal School District
Joyce Lee State College Area School District
Constance Major Lower Merion School District
Lori Messner Schuykill Valley School District
Brett Michaels Danville Area School District
Sue Ann Miller Abington School District
Susan Mowery Consultant
Jesse Moore East Stroudsburg University
Sharon Nardelli Upper Merion Area School District
Thomas Patricca Northgate School District
Michael Patte Lewisburg Area School District
Elizabeth Pegg Derry Township School District
Mary Peterson (Inactive) Franklin Area School District
Betty Ann Petroski Harrisburg School District
Larry Pollick Leechburg Area School District

Nancy Pullo (Inactive) Stroudsburg Area School District
Eileen Schafer Penn Hills School District
Judy Schenk Warwick School District
Rita Seitzer Northampton Area School District
Anita Siegfried Lehighton Area School District
Lillie Sipp (Inactive) Pittsburgh School District
Sandra Smith West Allegheny School District
Patti Sollenberger Eastern Lancaster County School District
Priscilla Stoner (Inactive) Manheim Township School District
Helen Asbury Stine Lancaster School District
Elaine Suvak Philipsburg-Osceola Area School District
Patricia Trevi Centennial School District
Stephen Waldron Springfield School District
Kimberly Waters Western Wayne School District
Catherine Weinschenk Abington Heights School District
Deborah Wirth Dover Area School District
Susan Wrisley Pocono Mountain School District
Ray Young Pennsylvania Department of Education
Robert Zona Methacton School District

HOW RAAC MEMBERS ARE SELECTED

The State Reading Assessment Advisory Committee (RAAC) are educators from all levels: teachers, supervisors, curriculum directors, administrators, policy makers, librarians, parents, reading and college specialists. They are directed under the leadership of the Pennsylvania Department of Education.

Recruitment and applications to serve on the RAAC committee occur at staff development sessions. Applicants are invited as guests to attend committee meetings. New applicants remain as guests for one year. Lack of participation will prevent guests from full membership in the Reading Assessment Advisory Committee.

RAAC MEMBERS:

- know the Pennsylvania Academic Standards for Reading
- develop the test items, Performance Tasks and Reminder Statements
- make recommendations to strengthen and expand the PSSA
- articulate long-term goals and objectives of the PSSA to parents, the community, and legislators
- provide in-service training to local school districts
- provide teacher and staff development for classroom and large-scale assessment
- attend RAAC meetings, Range finding, scoring sessions, and summer meetings
- compose assessment and instructional handbooks for use by classroom teachers and schools

RAAC COMMITTEE:

Composition:

Professional background—across the curriculum—

K-12 teachers (Novice through retired)
College professors
Retired educators
Administrators
Specialists
Librarians
Consultants
Parents
Title I

Geographics—Statewide

Eastern
Western
Northern
Southern
Central
Rural
Urban
Suburban

Ethnic—Different ethnic and religious groups are represented.

Gender—Representation of both genders

Membership—

Active—Have served more than one year
Guest—Newly invited members to the committee

Duties:

Select passages for PSSA
Develop and review assessment items

- Selected responses
- Performance tasks

Compose assessment and instructional handbooks
Attend Range finding sessions
Staff development

Statewide training for scoring the PSSA

Passage Selection:

— Passages are selected from existing published or original sources and revised as necessary.
— Possible passages are read for content appropriateness.
— Readability analysis of text determines grade level placement.
— Bias/Sensitivity reviews are completed.

APPENDIX C

PRELIMINARY
FACT SHEET REGARDING THE 2000 ASSESSMENT

Number of Schools in 2000 Math/Reading Assessment	
Grade 5	1808
Grade 8	899
Grade 11	705
Total Grades 5/8/11 together	3412
Projected Number of Schools in 2000 Writing Assessment	
Grade 6	1248
Grade 9	763
Total Grades 6 & 9 together	2011
Number of Students in 2000 Math/Reading Assessment	
Grade 5	142,437
Grade 8	142,366
Grade 11	122,294
Total Grades 5/8/11 together	407,097
Projected Number of Students in 2000 Writing Assessment	
Grade 6	148,526
Grade 9	159,830
Total Grades 6 & 9 together	308,356
Teacher Questionnaire Reports for 2000	
Schools Participating	1087
No. Teachers Responding	31,512

HANDSCORING INFORMATION FOR 2000

Subject Area	Students Assessed	# of Tasks		Student Responses		10% 2nd Scoring		Total Scorings
Mathematics	407,097	4	=	1,628,388	+	162,839	=	1,791,227
Reading	407,097	2	=	814,194	+	81,419	=	895,613
Total Mathematics & Reading				2,442,582	+	244,258	=	2,686,840

Subject Area	Students Assessed	# of Tasks		Student Responses		10% 2nd Scoring		Total Scorings
Projected Writing (grades 6 & 9)	308,356	2	=	616,712	+	61,671	=	678,383
Grand Total of Math, Reading & Writing Handscoring							=	3,365,223

APPENDIX D

GLOSSARY TERMS

Academic Standards for Reading, Writing, Speaking and Listening

Alliteration: The repetition of initial consonant sounds in neighboring words.

Allusion: A reference in literature to a familiar person, place or event.

Analysis: The process or result of identifying the parts of a whole and their relationships to one another.

Antonym: A word that is the opposite of another word.

Characterization: The method an author uses to reveal his characters and their various personalities.

Compare: Place together characters, situations or ideas to show common or differing features in literary selections.

Context clues: Information from the reading that identifies a word or group of words.

Conventions of language: Mechanics, usage and sentence completeness.

Evaluate: Examine and judge carefully.

Figurative language: Language that cannot be taken literally since it was written to create a special effect or feeling.

Fluency: The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.

Focus: The center of interest or attention.

Genre: A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).

Graphic organizer: A diagram or pictorial device that shows relationships.

Homophone: A word that is pronounced the same, but that has different meaning (e.g., hair/hare, scale (fish)/scale (musical)).

Hyperbole: An exaggeration or overstatement (e.g., *I was so embarrassed I could have died.*).

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Idiomatic language: An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let's get on the ball.*).

Irony: The use of a word or phrase to mean the exact opposite of its literal or usual meaning.

Literary conflict: The struggle that grows out of the interplay of the two opposing forces in a plot.

Literary elements: The essential techniques used in literature, such as characterization, setting, plot and theme.

Literary devices: Tools used by the author to enliven and provide voice to the writing, such as dialogue and alliteration.

Literary structures: The author's method of organizing text, such as foreshadowing and flashbacks.

Metaphor: The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *That new kid in class is really a squirrel.*).

Narrative: A story, actual or fictional, expressed orally or in writing.

Paraphrase: Restate text or passage in other words, often to clarify meaning or show understanding.

Pattern book: A book with a predictable language structure and often written with predictable text; also known as predictable book.

Personification: An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*).

Phonics: The relationship between letters and sounds fundamental in beginning reading.

Point of view: The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.

Public document: A document that focuses on civic issues or matters of public policy at the community level and beyond.

Reading critically: Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgement of validity, or worth of what is read, based on sound criteria.

Reading rate: The speed at which a person reads, usually silently.

Research: A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles.

Satire: A literary tone used to ridicule or make fun of human vice or weakness.

Self-monitor: Know when what one is reading or writing is not making sense; adjust strategies for comprehension.

Semantics: The study of meaning of language.

Simile: A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *She eats like a bird.*).

Sources:

Primary: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.

Secondary: Text and/or artifacts used when researching that are derived from something original.

Subject area: An organized body of knowledge; a discipline; a content area.

Style: How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.

Synonym: Two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).

Syntax: The pattern or structure of word order in sentences, clauses and phrases.

Theme: A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

Thesis: The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

Tone: The attitude of the author toward the audience and characters, such as serious or humorous.

Voice: The fluency, rhythm and liveliness in writing that makes it unique to the writer. Writing without voice is mechanical and flat.

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